



***“A people without the knowledge of their past history, origin and culture, is like a tree without roots.” Marcus Garvey***

Curriculum Learning Guide

# History



How is History taught at Low Ash?



## Curriculum Intent

### What do we want to achieve with our history curriculum?

- The overall aim of our history curriculum is to give children the opportunities to learn about significant people, events and periods from the past. As we develop this skill through school we then begin to consider how such people, event and periods have helped shape the modern world we live in today making history not only 'something that happened in the past' but appreciate how it impacted the present.
- We aim to achieve a clear development and progression of historical skills as children progress through each Key Stage of our school. This begins with children recalling facts, describing and categorising in Key Stage 1 to children having the ability to explain in detail and summarise historical themes or events in Lower Key Stage 2. This finally develops into Upper Key Stage Two where children are taught how to make judgements, come to informed conclusions, make an informed hypothesis and also justify their decisions by demonstrating their historical knowledge.
- Throughout school we aim to introduce children to a wide range of opportunities to learn, demonstrate and enhance these historical skills such as using classroom discussions and debates and ICT to create presentations and bring history to life through the use of modern applications. These will support children in then making accurate written responses that achieve the historical skills needed for their Key Stage.
- We also aim to introduce children throughout school to a wide range of sources and teach them the importance of questioning sources and considering their motives and possible bias. This is a vitally important skill we want children to learn in history as it applies to the modern world and in particular the Internet where often you can find advice or answers to questions with hidden motives. Often this comes in the form of a website giving certain advice in an attempt to sell a product.
- With regards to our curriculum we intend to give children the opportunity to learn about both British history but also about important events and civilisations in the wider world. However, we aim to centre this learning around a key question as to narrow our focus and thus give children in depth knowledge instead of wide yet shallow knowledge of periods or civilisations that lasted thousands of years.
- In Early Years we aim to teach children what we mean by 'history' and support them in understanding 'history' as the past. To do this, children will explore their own history as well as learn about important people in history, linking it to other areas of their learning and provision.
- In Key Stage 1 we aim to invest children and capture their interest in history through learning about events and people that have impacted the world we live in today. We also aim to capture imaginations by focusing on events relevant to British history and ones that children can enjoy and share with their parents at home.

## Implementation

### How will this be achieved?

- Children will be given the opportunity to take part in weekly history lessons for three half terms of the school year during our 'topic' time.
- In Early Years children will develop an interest in their own history with history heavily centred around them and their immediate family. Once in Reception they will learn more about important people in British history and explore why they are important and why they are still remembered today.
- In Key Stage 1 children will focus on British history and learn more about what life was like when their grandparents and great grandparents were growing up. They will then compare this to life in the 'present'.
- In Key Stage 2 children will have the opportunity in each year group to not only continue to learn about British history but will also learn about other civilisations in the wider world, such as The Egyptians. To help support their understanding of chronology, all topics in Key Stage 2 are structured so they follow chronological order, starting with the furthest back in history in Year 3 and building to the most modern topics in Year 6.
- Children will have the opportunity to critique, evaluate and debate a range of primary and secondary sources, culminating in Upper Key Stage 2 where they will be taught how to look critically at a source and discuss its motive, intent and possible bias before concluding whether the source is reliable or not.



- Developing our skills of historical enquiry is important at Low Ash Primary School. Children will be encouraged to ask questions about history and will be given the opportunity to research history themselves. They will be given access throughout school to a range of primary and secondary sources and different supportive materials such as text (diary entries, newspaper reports etc.) photographs, cartoons, maps, websites, artefacts. We also value the role of ICT in history and we will use virtual reality and 'Google Expeditions' to transport our children back in time and bring history to life.
- Children will also be given the opportunity to present their historical knowledge in different ways. As a school who strongly promotes oracy, children will become part of debates within history and will learn to come to conclusions and make historical judgements verbally. They will also be given the chance to create presentations to demonstrate their historical knowledge and give written answers.
- During every topic, children will have the chance to learn more about chronology and chronological order. They will learn where in history each topic fits and also where in time it is in comparison to other topics they have learnt so far in school. To support their chronological understanding further each classroom will have a timeline showing key topics taught in that year group and in previous year groups building up to Year 6 where all topics taught in school are displayed.
- In both Key Stage 1 and Key Stage 2 children will take part in a local history study. In Key Stage 1 children will learn about Jowett Cars and visit the site which used to be their main factory. This site is now Morrisons. The children will also find local streets named after famous models of Jowett Cars. In Key Stage 2, children will do an in-depth study of Saltaire and Sir Titus Salt. They will learn about why Saltaire was built and whether or not Sir Titus Salt was a true hero or actually a controlling villain.
- At Low Ash we value external opportunities to bring history to life which is why educational trips are so important. We visit a range of places such as Bradford Industrial Museum, Cliffe Castle and Murton Park.

### Impact

#### What will outcomes for learners be?

- The overall aim of our history curriculum is to give children the opportunities to learn about significant people, events and periods from the past. As we develop this skill through school we then begin to consider how such people, events and periods have helped shape the modern world we live in today making history not only 'something that happened in the past' but appreciate how it impacted the present.
- Children will be able to talk confidently about the knowledge threads in history and explain/summarise how they changed, adapted and developed over a long period. These knowledge threads being: monarchy, church, society (power & wealth) and war & conflict. Children will be able to talk confidently about these threads and make links between different topics/periods in history they have learnt about.
- We aim to give children a range of historical skills such as making academic judgements, coming to informed conclusions and making a hypothesis.
- As well as this we aim to teach them the importance and value of questioning sources. This is a skill we value as it is easily transferable into the modern world. For example, the information they may find on the internet and its potential validity, bias and motive.
- We always aim to develop our history curriculum and as part of this we have decided next year to include a topic in Key Stage 2 looking at black history and in particular the Benin Empire. This topic will be cross-curricular and children will have the opportunity to learn about apartheid in South Africa and black civil rights in the USA.
- We aim to promote an interest and love of the subject through a variety of topics covering both British history and history from other areas of the world.



## History in Early Years

### Nursery

Understanding the World (3-4 year olds - Development Matters 2021)

- Begin to make sense of their own life-story and family's history.

Mathematics (3-4 year olds - Development Matters 2021)

- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

In Nursery, we teach and learn about how we change and how our family changes over time. This is predominantly taught in Autumn 2, however, children talk about family events throughout the year.

Sequencing events is taught through Maths and by talking with the children. Conversations with children are an essential part of learning in Early Years and children are encouraged to talk about routines both at home and at Nursery. Visual timetables are displayed in the classroom and referred to throughout the day. Nursery staff refer to the sequence of events all the time and emphasise time words found in stories.

When baking, children become used to sequencing of events.

### Reception

Understanding the World (Reception - Development Matters 2021)

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG

#### Past and Present

- 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.

#### **Speaking**

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

In Autumn 2 in Reception, we learn about the Gunpowder Plot, focussing in on how people dressed differently and how the King was a prominent figure. We find out about Poppy Day and why we recognise it. In Spring 1 the focus is Space. We look at the lives of Neil Armstrong - 1<sup>st</sup> man on the Moon, Tim Peake - English Spaceman at the International Space Centre and Helen Sharman as historical figures.

In Summer 1, we study castles. We read about the legend of St George and the Dragon and the Queens Jubilee. We will have a May Day Parade and look at how it has changed from a staff member doing the same parade.

Throughout the year, children recall recent historical events in their lives for example birthdays, holidays and family events.

# Year 1

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| <ul style="list-style-type: none"> <li>• To place <b>three</b> objects from their life in chronological order. <b>(Observe / Select / Sequence)</b></li> <li>• To correctly use phrases 'old', 'new', 'before', 'after', 'in the past' &amp; 'a long time ago'. <b>(Describe)</b></li> <li>• To talk about an object that was special to them in the past. <b>(Describe)</b></li> <li>• To sequence <b>four</b> events / inventions of a significant local person chronologically and use key historical language 'before' &amp; 'after' <b>orally – and written example. (Models of Jowett Cars). (Sequence / Describe)</b></li> <li>• To recognise and sequence their own family tree and that of our monarchy. <b>(Recognise / Sequence)</b></li> </ul> | <ul style="list-style-type: none"> <li>• To recall and describe the life of their grandad / grandma giving attention to what they did earlier in life and later in life. <b>(Recall / Describe)</b></li> <li>• To identify and describe how their local area was different in the past. <b>(Identify / Describe)</b></li> <li>• To observe and identify the differences between old and new objects <b>(toys). (Observe / Identify)</b></li> <li>• To recognise and identify examples of things that are different in their life from that of their grandparents when they were young or a local person from the past (Jowett Brothers) <b>(focusing on the local area, high street, housing and toys). (Recognise / Identify)</b></li> <li>• To recognise, observe and identify the historical legacy of a famous Bradfordian in the local area <b>(local area walk for the legacy of Jowett Cars – street named after Jowett and car models &amp; the site of the factory). (Recognise / Observe / Identify)</b></li> </ul> | <ul style="list-style-type: none"> <li>• To categorise objects as 'from the present' or 'from the past'. <b>(Categorise)</b></li> <li>• To describe what an old object may have been used for <b>(toy). (Describe)</b></li> <li>• To ask and answer appropriate questions about old and new objects. <b>(Observe / Recognise / Recall)</b></li> <li>• To sequence <b>objects &amp; pictures</b> in chronological order. <b>(Categorise)</b></li> <li>• To observe and discuss <b>orally</b> primary source photos of their local area and history. <b>(Observe)</b></li> <li>• To observe and discuss <b>orally</b> primary source aerial photos of their local area and what it looks like now. <b>(Observe)</b></li> <li>• To create a simple family tree for their own family and the current royal</li> </ul> |
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		<ul style="list-style-type: none"><li>• To select and classify objects based on whether they would have been familiar to / used by a famous Bradfordian in the past <b>(search ancestry site for census information on William Jowett – talk about what his life was like linking to Industrial Museum trip).</b> <b>(Select / Classify)</b></li><li>• To observe, identify, recognise and describe the differences between aerial photos of your local area in the past and present <b>(Low Ash at the time of Jowett Cars and Low Ash in the present).</b> <b>(Observe / Identify / Recognise / Describe)</b></li><li>• To recognise and describe the role of the monarchy and our current Queen. <b>(Recognise / Describe)</b></li></ul>	family. <b>(Select &amp; Categorise)</b>
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# Year 2

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| <ul style="list-style-type: none"> <li>• To use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning and to compare historical events <b>(using their class timeline for support)</b>. <b>(Describe)</b></li> <li>• To use the words past and present correctly. <b>(Describe)</b></li> <li>• To sequence <b>five</b> events about their own life and describe why each event is significant. <b>(Sequence / Categorise/Describe)</b></li> <li>• To sequence a set of events in chronological order <b>(for example key events leading to the gunpowder plot)</b>. <b>(Identify / Recognise / Sequence)</b></li> <li>• To recall and sequence key events from the life of a famous Briton in chronological order.</li> </ul> | <ul style="list-style-type: none"> <li>• To recognise and recall some interesting facts from an historical event. <b>(Great Fire of London, the Gunpowder plot &amp; the lives of Florence Nightingale and Mary Seacole)</b>. <b>(Recognise) (Recall)</b></li> <li>• To recognise, identify and describe factors <b>(causation)</b> that contributed to an important historical event <b>(I.e. why the Great Fire of London spread so quickly, reasons for the gunpowder plot &amp; the roles of Mary Seacole and Florence Nightingale)</b>. <b>(Recognise, Identify &amp; Describe)</b></li> <li>• To recognise the legacy of a historic event or important historical figure <b>(I.e. destroying the plague &amp; rebuilding of London, the lasting legacy of Florence Nightingale &amp; Mary Seacole)</b>. <b>(Recognise/Describe)</b></li> <li>• To recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. <b>(Florence Nightingale or Mary Seacole)</b> <b>(Recognise / Describe)</b></li> </ul> | <ul style="list-style-type: none"> <li>• To observe pictures of a famous Briton, read about their life and then identify why they were important. <b>(Samuel Pepys / Florence Nightingale / Guido Fawkes)</b> <b>(Observe/Identify)</b></li> <li>• To describe what they see in pictures of an historical event. <b>(Great Fire of London / Scutari hospital before Florence or after Florence)</b> <b>(Observe, Select &amp; Describe)</b></li> <li>• To answer questions by using a specific written / numerical source <b>(such as an information book or a log of passengers and crew from the Titanic)</b>. <b>(Recognise / Select)</b></li> <li>• To handle and observe a range of historical objects and describe what they would have been used for. <b>(Observe / Describe)</b>.</li> </ul> |
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**(Florence Nightingale & Mary Seacole). (Identify / Recognise / Sequence)**

- To show the impact a famous Briton had on a place or area of society by comparing and contrasting what it was like before and after. **(I.e. Scutari hospital before and after Florence Nightingale began her role). (Compare and Contrast)**
- To select, categorise and classify the similarities and differences between two important people in history. **(Florence Nightingale / Mary Seacole) (Select, Categorise and Classify)**
- To describe the role of the monarchy during a different period of British history. **(The Reign of James I) (Describe)**
- To compare and contrast the role of the monarchy now to a period in history. **(Compare and Contrast)**
- To compare and contrast the lives of different people living in Britain during an important historical period / event. **(The lives of Catholics and Protestants during the reign of King James I) (Compare and Contrast)**
- To research the life of a famous Briton from the past using different resources and answering questions. **(Select & Identify) (Florence Nightingale/ Guido Fawkes / King James I)**
- To use 'dialogic teaching' to verbally explain & describe historical events and important historical people. **(Explain & Describe)**



# Year 3

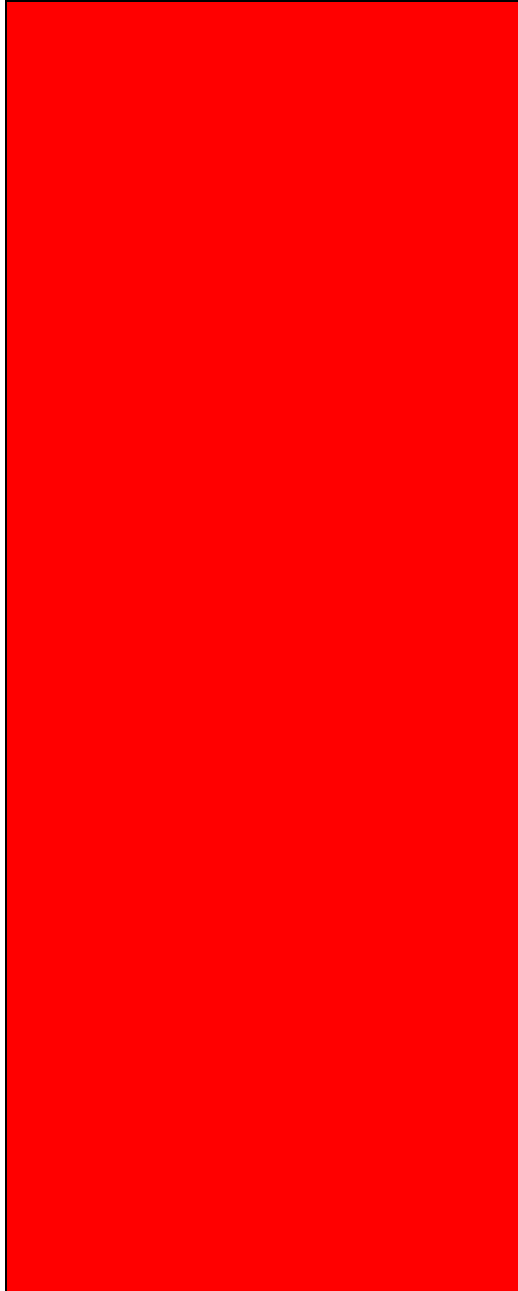
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| <ul style="list-style-type: none"> <li>• To use the phrase ‘ancient history’ when talking about the Stone Age to Iron Age period. <b>(Explain, Demonstrate Understanding)</b></li> <li>• To sequence events and historical periods using the words: BC and AD and showing an understanding of why we went from the year 1BC to 1AD. <b>(Use class timelines for support &amp; other historical events covered in Year 2).</b> <b>(Sequence)</b></li> <li>• To use a timeline within a specific time in history <b>(Stone Age to Iron Age)</b> to set out the order things may have happened and describe any changes that happened. <b>(Statements about housing/weapons/food and how they changed over the</b></li> </ul> | <ul style="list-style-type: none"> <li>• To summarise how we know about people and life from the past. <b>(Cave paintings, archaeologists, building remains – Skara Brae, stories, landmarks – Stonehenge etc.) (Visit from an archaeologist) (Summarise)</b></li> <li>• To understand and explain how areas of life and society changed within the Stone Age period, from the early Palaeolithic period to the later Neolithic period. <b>(Focusing on food, farming/hunting, housing/settlements, weaponry/conflict).</b> <b>(Explain, Summarise &amp; Demonstrate Understanding)</b></li> <li>• To summarise and explain how areas of life and society changed due to the discovery of bronze, through to the Iron Age period. <b>(Focusing on food, farming/hunting, housing/settlements, weaponry/conflict).</b> <b>(Explain, Summarise &amp; Demonstrate Understanding)</b></li> <li>• To demonstrate an understanding of and explain how a society began to develop during the Bronze and Iron Ages focusing on who held most</li> </ul> | <ul style="list-style-type: none"> <li>• To recognise and explain the part that archaeologists have played in helping us to understand more about what happened in the past. <b>(Recognise) (Explain)</b></li> <li>• To use various sources <b>(pictures, videos, texts &amp; artefacts, photos)</b> to speculate and piece together information about a period in history <b>(Skara Brae, Stonehenge or a local site) (Speculate, Demonstrate Understanding)</b></li> <li>• To use various sources/resources <b>(pictures, videos, texts &amp; artefacts, photos)</b> to speculate and explain what period or area a source/resource is from/about and why or what you can learn from the source. <b>(Stone Age settlements) (Speculate, Explain)</b></li> </ul> |
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	<p><b>period of the Stone Age to Iron Age). (Sequence &amp; Describe) (Demonstrate Understanding)</b></p> <ul style="list-style-type: none"> <li>To begin to use dates when describing events from the past. <b>(Describe)</b></li> </ul>	<p>power and why. <b>(the start of trade, leading to wealth for some and thus higher status, the roles of chiefs). (Explain, Demonstrate Understanding)</b></p> <ul style="list-style-type: none"> <li>To demonstrate an understanding of and explain the importance of key geographical features for the growth and survival of early civilisations. <b>(I.e. the Nile for the Egyptians). (Explain / Demonstrate Understanding)</b></li> <li>To explain and summarise how ancient civilisations remembered the richest and most powerful in society and what they did in their honour. <b>(Mummification, tombs of wealth &amp; the building of the pyramids). (Explain / Summarise)</b></li> <li>To reason and speculate as to the truth behind an unsolved historical mystery / debate. <b>(Who really built the pyramids?) (Reason &amp; Speculate)</b></li> <li>To explain and demonstrate an understanding of the structure of society in an early civilisation. <b>(Structure of Egyptian society, open or closed society?) (Explain &amp; Demonstrate Understanding)</b></li> </ul>	<ul style="list-style-type: none"> <li>To use 'dialogic teaching to verbally <b>explain, summarise, speculate, demonstrate understanding &amp; synthesise</b> history.</li> </ul>
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		<ul style="list-style-type: none"><li>• To explain and demonstrate an understanding of how and why Egypt became a part of the Roman Empire. <b>(Demonstrate Understanding)</b></li><li>• To explain the role of religion in society during a period of history. <b>(Explain)</b></li><li>• To explain and summarise the reasons why the monarchy came into conflict with religion at times in history. <b>(Henry VIII and the monasteries) (Explain &amp; Summarise)</b></li></ul>	
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# Year 4

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| <ul style="list-style-type: none"> <li>• To reference and recall historical events and periods they have previously learnt about using accurate historical language: BC, AD, centuries and decades. <b>(Recall)</b></li> <li>• To recall events from the past &amp; start to refer to the dates / centuries they happened. <b>(Recall)</b></li> <li>• To use their mathematical skills to round historical events to the nearest 10 years (<b>decade</b>) &amp; 100 years (<b>century</b>). <b>(Demonstrate understanding)</b></li> <li>• To use a timeline to demonstrate an understanding of what important events happened during the reign of foreign invaders in Britain <b>(Demonstrate understanding)</b></li> </ul> | <ul style="list-style-type: none"> <li>• To reason/speculate the main motives as to why foreign invaders chose to invade Britain and why Britain would have been valuable to their interests. <b>(The motives of Emperor Claudius for invading and occupying Britain in AD 43 looking at different evidence). (What was Britain like after the Romans abandoned it? Why did the Anglo-Saxons come to Britain?) (Reason and Speculate / Demonstrate Understanding)</b></li> <li>• Draw / make a model of the key building and the layout of a typical Roman town in Britain and explain why they built their towns as they did and why certain buildings were where they were. <b>(I.e: outside the wall and inside / what was at the centre of the town) (Explain / Demonstrate Understanding)</b></li> <li>• To summarise and explain the legacy left by foreign invaders and why history remembers them as it does. <b>(The 'Romanisation' of Britain and the legacy of the Romans in</b></li> </ul> | <ul style="list-style-type: none"> <li>• To use maps to identify the modern day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius. <b>(Demonstrate understanding)</b></li> <li>• To use a range of resources <b>(letters, pictures, videos, texts &amp; artefacts, photos)</b> to reason &amp; speculate about historical events. <b>(I.e. what does the letter between the Roman sisters tell us? Why did the Anglo-Saxons come to Britain?) (Reason and Speculate)</b></li> <li>• To give more than one reason for an historical argument. <b>(Why did the Anglo-Saxons come to Britain? Their land flooded / invited to help defend Britain after Romans left) (Synthesise / Demonstrate understanding)</b></li> <li>• To reason and speculate as to what we can learn about</li> </ul> |
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**Britain/ The Vikings legacy as 'brutal') (Summarise / Explain)**

- To summarise and explain the reasons why foreign invaders chose to fortify parts of Britain **(Romans building Hadrian's Wall). (Summarise / Explain)**
- To summarise and synthesise the reasons and motives for rebellions against invaders. **(Boudicca's uprising against the Romans). (Summarise & Synthesise)**
- To recall and explain why Britain was vulnerable to invasion after the Romans abandoned it. **(Recall / Explain)**
- To recall and demonstrate an understanding of where the first foreign invaders settled in Britain and why. **(Where did the first Anglo-Saxons / Vikings settle and why?) (Explain / Demonstrate understanding)**
- To explain and demonstrate an understanding of how foreign invaders set up settlements and how they created their villages. **(Anglo-Saxon & Viking villages) (Explain / Demonstrate understanding)**
- To reason and speculate as to whether Britain continued to

foreign invaders in Britain using evidence from archaeological discoveries **(Sutton Hoo & the raid of Lindisfarne by the Vikings). (Reason & Speculate)**

- To independently, or as part of a group, make a presentation about a specific period of history, using computer software & multi-media skills when doing so. **(Demonstrate understanding)**
- To communicate knowledge and demonstrate understanding orally, reason & speculate historically and build upon the views of others using 'dialogic teaching'. **(Explain / Demonstrate understanding / Reason / Speculate)**

		<p>develop after the Romans left or regressed. <b>(Did the Anglo-Saxons continue with the developments introduced by the Romans? Villages, housing, religion). (Reason / Speculate)</b></p> <ul style="list-style-type: none"><li>• To summarise and synthesise the legacy of Alfred the Great and why he was known as 'great'. <b>(Summarise / Synthesise)</b></li><li>• To explain where the reign of foreign invaders in Britain ended. <b>(The end of Viking rule in Britain at the Battle of Stamford Bridge) (Explain)</b></li><li>• To explain and summarise the similarities and differences between societies of foreign invaders and who held the power. <b>(Anglo-Saxon society, Viking society structure) (Explain &amp; Summarise)</b></li></ul>	
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# Year 5

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| <ul style="list-style-type: none"> <li>• To use their maths skills to place events of history on a timeline and calculate exact time scales of and differences between time periods. <b>(Demonstrate understanding)</b></li> <li>• To use dates and key historical vocabulary within their historical writing. <b>(Demonstrate understanding)</b></li> <li>• To draw their own timelines and evaluate which significant events (from the life of a famous Briton or from a period of history) should be included over others and why they believe them to have increased significance <b>(The life of Sir Titus Salt / The Victorians). (Demonstrate understanding) (Evaluate)</b></li> <li>• To verbally evaluate their own timeline by choosing <b>three events</b> they placed on</li> </ul> | <ul style="list-style-type: none"> <li>• To apply their knowledge of what life in the past was like in schools for children able to receive an education then make reasoned judgements and justify how it was different from modern schooling. <b>(Victorian schools) (Apply / Make Reasoned Judgements / Justify)</b></li> <li>• To empathise with poor children during a period of British history including the injuries, conditions they suffered and make reasoned judgements as to what life must have been like for them &amp; why they needed to work. <b>(Victorian period – children working in mines, mills &amp; as chimney sweeps) (Empathise / Make Reasoned Judgements)</b></li> <li>• To critique &amp; evaluate the life/achievements of a famous Briton and reach an informed conclusion as to their legacy. <b>(Sir Titus Salt &amp; why he built Saltaire). (Critique / Evaluate / Reach Informed Conclusion)</b></li> <li>• To evaluate and critique the developments in an area of transport during a period of British history <b>(development of motor vehicles / coal to steam locomotives / canals)</b> and make reasoned judgements as to the impact it had on British industry <b>(Transport developments during the Victorian period). (Evaluate /</b></li> </ul> | <ul style="list-style-type: none"> <li>• To refer to more than one source <b>(letters, pictures, videos, texts &amp; artefacts, photos)</b> to support a hypothesis, a reasoned judgement, critique or informed conclusion about a specific theme of history. <b>(I.e. What life was like for children in Victorian times / how important was Sir Samuel Lister to Saltaire). (Hypothesise / Make Reasoned Judgements / Critique / Reach Informed Conclusions)</b></li> <li>• To evaluate, critique, make reasoned judgements, hypothesise and reach informed conclusions orally and as part of a group <b>(including class debates) (Hypothesise / Make Reasoned Judgements / Critique / Reach Informed Conclusions)</b></li> </ul> |
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it and justify why they are more significant in the life of a famous Briton or in a period of history (**The life of Sir Titus Salt / The Victorians**).

**(Demonstrate understanding) (Evaluate / Justify)**

- To create their own timeline and use it as a source of evidence to support an historical justification, conclusion, judgement or hypothesis.

**Critique / Make Reasoned Judgements)**

- To evaluate and make reasoned judgements as to how life was different for the rich during a period in history in contrast to the poor. **(The Victorian period – housing, flushing toilets, servants, nannies, education, jobs)**. **(Evaluate / Make Reasoned Judgements)**
- To apply their knowledge of an important historical event **(the industrial revolution)** to make reasoned judgements as to how it changed Britain, including its impact on population growth, density and urban development. **(Apply / Make Reasoned Judgements)**
- To make reasoned judgements about what life was like living and working in the local area in the past **(Sir Titus Salt’s Saltaire – positives and negatives living there for factory workers)**. **(Make Reasoned Judgements)**
- To apply their knowledge of a local landmark, building or area to justify why it is deemed to be so valuable and important to our national history and the history of the wider world. **(Why does Saltaire deserve to be a World Heritage Site?) (Apply / Justify)**
- To evaluate the importance of the wool textile trade in the local area (including its downfall) and justify

- To independently, or as part of a group, make a presentation using multi-media skills to support your historical judgements, evaluations and conclusions **(Make Reasoned Judgements / Evaluate / Reach Informed Conclusions)**
- To pose their own historical question, then research and answer it using a range of sources.



why it was seen as the 'centre of global wool trade'. **(Evaluate / Justify)**

- To evaluate the lives of two famous Britons from the same period of British history and reach an informed conclusion as to who they believe to be the most significant and why. **(Compare Sir Titus Salt & Florence Nightingale) (Evaluate / Reach Informed Conclusion)**
- To make reasoned judgements and come to an informed conclusion as to the impact of the British Empire on a poorer, non-European territory. **(The Benin Empire) (Make Reasoned Judgements / Reach Informed Conclusion)**
- To evaluate the similarities and differences between the society structure of our country in a period of history with that of a non-European empire. **(Benin Empire) (Evaluate)**
- To evaluate the similarities and differences between the monarchy of our country in a period of history with that of a non-European empire. **(Benin Empire) (Evaluate)**
- To make a hypothesis as to the main reason for the fall of an ancient empire. **(Benin Empire – civil war or British Empire impact?) (Hypothesise)**

# Year 6

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| <ul style="list-style-type: none"> <li>• To use their maths skills to place events of history <b>(World War 2)</b> on an accurate timeline and calculate exact time scales and differences between periods/event in history previously taught in school. <b>(Demonstrate understanding)</b></li> <li>• To use dates and key historical vocabulary within their historical writing. <b>(Demonstrate understanding)</b></li> <li>• To use a timeline as a source of evidence to support their evaluations, conclusions, judgements and hypothesis. <b>(Demonstrate understanding)</b></li> <li>• To create their own timelines focusing on an historical period/event and use that as a source of evidence to support their</li> </ul> | <ul style="list-style-type: none"> <li>• To evaluate and make reasoned judgements as to the risk of invasion faced during wartime and how serious that risk was <b>(why Britain faced the risk of an invasion in June 1940)</b>. <b>(Evaluate / Make Reasoned Judgements)</b></li> <li>• To critique and hypothesise as to where a conflict truly began <b>(Causes of WW2 – including World War 1 and the Treaty of Versailles)</b>. <b>(Critique / Hypothesise)</b></li> <li>• To evaluate and make reasoned judgements as to the locations/facilities of likely targets for attack during war time. <b>(World War 2 – German bombing targets during the war, including the Battle of Britain and Blitz)</b>. <b>(Evaluate / Make Reasoned Judgements)</b></li> <li>• To evaluate, justify and hypothesise as to the relative importance of the factors which contributed to an important wartime victory. <b>(Factors contributing to winning the Battle of Britain in 1940)</b>. <b>(Evaluate / Hypothesise &amp; Justify)</b></li> <li>• To evaluate, make reasoned judgements and finally reach an <b>informed</b> conclusion as to the significance of an important wartime battle. <b>(Why is D-Day arguably remembered as the most significant battle of World War 2)</b>. <b>(Evaluate / Make Reasoned</b></li> </ul> | <ul style="list-style-type: none"> <li>• To begin to evaluate and critique a source as a piece of propaganda <b>(Use of propaganda in WW2)</b> <b>(Evaluate / Critique)</b></li> <li>• To refer to more than one source <b>(letters, pictures, videos, texts, artefacts, photos &amp; maps)</b> to support a hypothesis, a reasoned judgement, critique or informed conclusion about a specific theme of history. <b>(Hypothesise / Make Reasoned Judgements / Critique / Reach Informed Conclusions)</b></li> <li>• To evaluate, critique, make reasoned judgements, hypothesise and reach informed conclusions orally and as part of a group <b>(including class debates)</b> <b>(Hypothesise / Make Reasoned Judgements / Critique / Reach Informed Conclusions)</b></li> </ul> |
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evaluations, conclusions, judgements and hypothesis.  
**(Creating their own timelines and using them as an historical source).**

- **Judgements & Reach Informed Conclusion)**  
 To apply their knowledge, evaluate and reach an **informed** conclusion as to the most significant turning point during a wartime conflict. **(The most significant turning point during WW2 – Battle of Britain or D-Day or role of women).** **(Apply / Evaluate & Reach Informed Conclusion)**
- To evaluate and critique the impact of war. **(Labour shortages and the Windrush generation)** **(Evaluate / Critique)**
- To evaluate and make reasoned judgements as to the importance of the creation of ‘Demokratia’ and whether or not it was similar or different to the democracy we know today. **(The creation of Demokratia in Athens, Ancient Greece)** **(Evaluate / Make Reasoned Judgements)**
- To make reasoned judgements as to the similarities and differences between two ancient cities or settlements and reach an **informed** conclusion as to which they believe was the most important to the success of the civilisation **(Athens Vs Sparta).** **(Make Reasoned Judgements & Reach Informed Conclusion)**
- To evaluate the legacy of an ancient civilization and justify why the

- To independently, or as part of a group, make a presentation using multi-media skills to support your historical judgements, evaluations and conclusions **(Make Reasoned Judgements / Evaluate / Reach Informed Conclusions)**

civilisation is considered to be the birthplace of the modern free world. **(Ancient Greece, research – language/ words we use today, alphabet, Maths, Science, medicine, philosophy & Olympics)**  
**(Evaluate / Justify)**

- To evaluate historians' beliefs about a famous battle in history by critiquing historical sources.  
**(Evaluate / Critique)**
- To empathise with and evaluate the treatment of citizens based on their race within a non-European country. **(South African apartheid)**  
**(Evaluate / Make Reasoned Judgements)**
- To apply their knowledge of a famous figure in world history and evaluate their impact. **(Nelson Mandela's impact on racial segregation and apartheid in South Africa – Jointly winning the Noble Prize for Peace)** **(Apply / Evaluate)**
- To reach an informed conclusion as to the legacy of a famous figure in world history. **(Nelson Mandella's legacy in South Africa – The Rainbow Nation)** **(Reach Informed Conclusion)**