



EYFS Throughout your child’s journey in EYFS, our Geography Curriculum will:  
 Teach geography is through the "Understanding the World" area of learning. Children learn through hands-on play, sensory exploration, and stories to develop their natural curiosity about the environment, places, and communities around them.

- Key Topics and Skills Covered:**
- **Chronology and change:** Children are able to recall the immediate past through discussions. Children develop early chronology and begin to sequence events, for example hand washing. Children are able to talk about change through discussion about seasons and caterpillars. Children are able to talk about events from the past in their own lives, for example, family celebrations. Children develop an understanding of chronology and are able to sequence events in their own lives. Children develop an understanding about how things are used in the past by bringing in a toy and exploring how they have changed and why. Children explore the era when their grandparents are born looking at fashion, music and toys.
  - **People and communities:** Families are celebrated as part of children’s unique identity. Children are able to talk about events from the past in their own lives, for example, family celebrations
  - **Cause and effect:** Children develop an understanding about how things are used in the past by bringing in a toy and exploring how they have changed and why. Children explore the era when their grandparents are born looking at fashion, music and toys.

	Autumn	Skills	Spring	Skills	Summer	Skills
Year 1	How am I making history?		How have toys changed?		How have explorers changed the world?	
	In this unit, Year 1 children will develop an understanding about their own personal chronology, how special events are remembered, what it was like for children in the past. And how they are making history.	<u>Chronological Awareness</u> <ul style="list-style-type: none"> <li>• Sequencing three or four events in their own life</li> <li>• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)</li> <li>• Placing events on a simple timeline.</li> </ul> <u>Change and continuity</u> <ul style="list-style-type: none"> <li>• Being aware that some things have changed and some have stayed</li> </ul>	In this unit, Year 1 children will discuss their favourite toy using language related to the past, make comparisons between toys in the present and the past, sequence artefacts from different time periods and describe how toys have changed over time.	<u>Chronological Awareness</u> <ul style="list-style-type: none"> <li>• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)</li> <li>• Sequencing three or four artefacts from different periods of time.</li> </ul> <u>Change and continuity</u> <ul style="list-style-type: none"> <li>• Being aware that some things have changed and some have stayed the same in their own lives.</li> <li>• Describing simple changes and</li> </ul>	In this unit, Year 1 children will explain what explorers do, learn about famous explorers and sequence events on a timeline, make inferences about images and describe how an explorer is significant and how they impacted events or people’s ideas.	<u>Chronological Awareness</u> <ul style="list-style-type: none"> <li>• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)</li> <li>• Placing events on a simple timeline.</li> <li>• Recording on a timeline a sequence of historical stories heard orally.</li> <li>• To know that a timeline shows the order events in the past happened.</li> </ul>



# History at Gwladys Street Community Primary and Nursery School



	<p>the same in their own lives.</p> <ul style="list-style-type: none"> <li>• Describing simple changes and ideas/objects that remain the same.</li> <li>• Understanding that some things change while other items remain the same and some are new.</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Beginning to look for similarities and differences over time in their own lives.</li> </ul> <p><u>Historical significance</u></p> <ul style="list-style-type: none"> <li>• Recalling special events in their own lives.</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Using artefacts, photographs and visits to museums to answer simple questions about the past.</li> </ul> <p><u>Historical interpretations</u></p> <ul style="list-style-type: none"> <li>• Beginning to identify different ways to represent the past (e.g. photos, stories).</li> </ul>		<p>ideas/objects that remain the same.</p> <ul style="list-style-type: none"> <li>• Understanding that some things change while other items remain the same and some are new.</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>• Asking why things happen and beginning to explain why with support.</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Beginning to look for similarities and differences over time in their own lives.</li> </ul> <p><u>Historical significance</u></p> <ul style="list-style-type: none"> <li>• Recalling special events in their own lives.</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Using artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>• Finding answers to simple questions about the past using sources (e.g. artefacts).</li> <li>• Sorting artefacts from then and now.</li> </ul> <p><u>Historical interpretations</u></p> <ul style="list-style-type: none"> <li>• Beginning to identify different ways to represent the past (e.g. photos, stories).</li> </ul>		<ul style="list-style-type: none"> <li>• To know that we start by looking at 'now' on a timeline then look back.</li> <li>• To know that 'the past' is events that have already happened.</li> <li>• To know that 'the present' is time happening now.</li> <li>• To know that within living memory is 100 years.</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Describing simple changes and ideas/objects that remain the same.</li> <li>• Understanding that some things change while other items remain the same and some are new.</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>• Asking why things happen and beginning to explain why with support.</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Using artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>• Finding answers to simple questions about the past using sources (e.g. artefacts).</li> </ul> <p><u>Historical interpretations</u></p>
--	---	--	---	--	--



				<ul style="list-style-type: none"> <li>• Developing their own interpretations from historical artefacts.</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Asking how and why questions based on stories, events and people.</li> <li>• Asking questions about sources of evidence (e.g. artefacts).</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Using sources of information, such as artefacts, to answer questions.</li> <li>• Drawing out information from sources.</li> <li>• Making simple observations about the past from a source.</li> </ul> <p><u>Interpreting findings, analysing and making connections</u></p> <ul style="list-style-type: none"> <li>• Interpreting evidence by making simple deductions.</li> <li>• Making simple inferences and deductions from</li> </ul>		<ul style="list-style-type: none"> <li>• Beginning to identify different ways to represent the past (e.g. photos, stories).</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Identifying similarities and differences between periods of history.</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Asking how and why questions based on stories, events and people.</li> <li>• Asking questions about sources of evidence (e.g. artefacts).</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Using sources of information, such as artefacts, to answer questions.</li> <li>• Drawing out information from sources.</li> <li>• Making simple observations about the past from a source.</li> </ul> <p><u>Interpreting findings, analysing and making connections</u></p> <ul style="list-style-type: none"> <li>• Interpreting evidence by making simple deductions.</li> <li>• Making simple inferences and deductions from sources of evidence.</li> </ul>
--	--	--	--	---	--	---



History at Gwladys Street Community Primary and Nursery School



				<p>sources of evidence.</p> <ul style="list-style-type: none"> <li>• Describing the main features of concrete evidence of the past or historical evidence.</li> </ul> <p><u>Evaluating and drawing conclusions</u></p> <ul style="list-style-type: none"> <li>• Drawing simple conclusions to answer a question.</li> </ul> <p><u>Communicating findings</u></p> <ul style="list-style-type: none"> <li>• Communicating findings through discussion and timelines with physical objects/ pictures.</li> <li>• Using vocabulary such as - old, new, long time ago.</li> </ul>		<ul style="list-style-type: none"> <li>• Describing the main features of concrete evidence of the past or historical evidence.</li> </ul> <p><u>Evaluating and drawing conclusions</u></p> <ul style="list-style-type: none"> <li>• Drawing simple conclusions to answer a question.</li> </ul> <p><u>Communicating findings</u></p> <ul style="list-style-type: none"> <li>• Communicating findings through discussion and timelines with physical objects/ pictures.</li> <li>• Using vocabulary such as - old, new, long time ago.</li> <li>• Discussing and writing about past events or stories in narrative or dramatic forms.</li> <li>• Expressing a personal response to a historical story or event.</li> <li>• To know some similarities and differences between the past and their own lives. Historical significance</li> <li>• To know that some people and events are considered more 'special' or significant than others.</li> </ul> <p><u>Sources of evidence</u></p>
--	--	--	--	--	--	---



							<ul style="list-style-type: none"> <li>To know that photographs can tell us about the past. Historical interpretations</li> <li>To know that the past can be represented in photographs.</li> </ul> <p><u>Achievements and follies of mankind</u></p> <ul style="list-style-type: none"> <li>To know some inventions that still influence their own lives today.</li> <li>To know some achievements and discoveries of significant individuals.</li> </ul>	
Year 2	How was school different in the past?	Skills	How did we learn to fly?	Skills	What is a monarch ?	The stone age (Opening Worlds)	Skills	
	In this unit, Year 2 children will order and date photographs on a timeline, make comparisons between schools in the past and the present and use sources to develop an understanding of how schools were different 100 years ago	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>To know that events in history can last different periods of time</li> <li>To know that a decade is ten years</li> <li>Placing events on a timeline</li> <li>Beginning to recognise how long each event lasted</li> </ul>	In this unit, Year 2 children will identify important events in the past and explain how a significant event has changed the lives of others, they will order events on a timeline and use sources to find out about people and events and finally discover how air travel has changed over time.	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Knowing where people/events studied fit into a chronological framework</li> <li>Placing events on a timeline</li> <li>To know that events in history can last different periods of time</li> <li>Identifying simple reasons for change</li> </ul>	In this unit, Year 2 will learn all about a coronation and then, what a monarch's role is. They will explore how William the	In this unit, Year 2 will learn what the term 'prehistoric' means, about hunter gatherers in the Stone Age. They will also learn about significant Stone Age structures	<p><u>Chronological awareness</u></p> <p>Placing events on a timeline</p> <p>To know that events in history can last different periods of time</p> <p>Knowing where people/events studied fit into a chronological framework</p>	<p><u>Chronological awareness</u></p> <p>To know that events in history can last different periods of time</p> <p><u>Change and continuity</u></p> <p>Ask questions about why people did things, why</p>



## History at Gwladys Street Community Primary and Nursery School



	<p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>Recognising that some things have changed and that some things have stayed the same in their own lives</li> <li>Identifying simple reasons for change</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>Finding out about people, events and beliefs in society</li> <li>Identifying similarities and differences between ways of life at different times</li> <li>Making comparisons with their own lives</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>Ask questions about why people did things, why events happened and what happened as a result</li> <li>To know that changes may come about because of</li> </ul>		<p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>Making comparisons with their own lives</li> </ul> <p><u>Historical significance</u></p> <ul style="list-style-type: none"> <li>Discuss who was important in a significant event</li> <li>Know that some events are more important than others</li> <li>To know the impact of an historical event on society</li> <li>To know that historically significant people are those that have changed many lives</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</li> <li>Making simple observation about a source or artefact</li> <li>Using sources to show an understanding of historical concepts</li> </ul>	<p>Conqueror became king and stayed king. They will look at how castles and the monarchy have changed over time</p>	<p>such as Skara Brae and Stonehenge.</p>	<p><u>Change and continuity</u> Recognising that some things have changed and that some things have stayed the same in their own lives</p> <p><u>Similarities and differences</u> Finding out about people, events and beliefs in society Identifying similarities and differences between ways of life at different times</p> <p><u>Historical significance</u> Discuss who was important in a significant event Know that some events are more</p>	<p>events happened and what happened as a result To know that changes may come about because of improvement in technology</p> <p><u>Similarities and differences</u> Finding out about people, events and beliefs in society Identifying similarities and differences between ways of life at different times</p> <p><u>Historical significance</u> Discuss who was important in a significant event Know that some events are more</p>
--	--	--	--	---	---	--	---



History at Gwladys Street Community Primary and Nursery School



		<p>improvement in technology</p> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</li> <li>Making simple observation about a source or artefact</li> <li>Using sources to show an understanding of historical concepts</li> <li>Identifying a primary source</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>Comparing pictures or photographs of people and events in the past</li> <li>Developing their own interpretations from photographs and written sources</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>Understanding how we use books and sources to</li> </ul>		<ul style="list-style-type: none"> <li>Identifying a primary source</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>Comparing pictures or photographs of people and events in the past</li> <li>Developing their own interpretations from photographs and written sources</li> <li>Recognising different ways in which the past is represented</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>Understanding how we use books and sources to find out about the past</li> <li>Using a source to answer questions about the past</li> <li>Evaluating the usefulness of sources to a historical enquiry</li> <li>Selecting information from a source to answer a question</li> <li>Identifying a primary source</li> </ul>		<p>important than others</p> <p>To know the impact of an historical event on society</p> <p>To know that historically significant people are those that have changed many lives</p> <p><u>Cause and consequence</u></p> <p>Ask questions about why people did things, why events happened and what happened as a result</p> <p><u>Sources of evidence</u></p> <p>Using artefacts, photographs</p>	<p>important than others</p> <p>To know the impact of an historical event on society</p> <p><u>Cause and consequence</u></p> <p>Ask questions about why people did things, why events happened and what happened as a result</p> <p><u>Sources of evidence</u></p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observation about a source or artefact</p> <p>Using sources to show an understanding</p>
--	--	--	--	--	--	---	---



History at Gwladys Street Community Primary and Nursery School



	<p>find out about the past</p> <ul style="list-style-type: none"> <li>Using a source to answer questions about the past</li> <li>Evaluating the usefulness of sources to a historical enquiry</li> <li>Selecting information from a source to answer a question</li> <li>Identifying a primary source</li> </ul>				<p>and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact Using sources to show an understanding of historical concepts Identifying a primary source</p> <p><u>Posing historical questions</u></p> <p>Comparing pictures or photographs of people and events in the past Developing their own interpretations from photographs and written sources</p> <p><u>Gathering, organising and evaluating evidence</u></p> <p>Understanding how we use books and sources to find out about the past Using a source to answer questions about the past</p> <p><u>Gathering, organising and</u></p>	<p>of historical concepts Identifying a primary source</p> <p><u>Posing historical questions</u></p> <p>Comparing pictures or photographs of people and events in the past Developing their own interpretations from photographs and written sources</p> <p><u>Gathering, organising and evaluating evidence</u></p> <p>Understanding how we use books and sources to find out about the past Using a source to answer questions about the past</p>
--	--	--	--	--	--	---



							<u>evaluating evidence</u> Understanding how we use books and sources to find out about the past Using a source to answer questions about the past Evaluating the usefulness of sources to a historical enquiry Selecting information from a source to answer a question Identifying a primary source	Evaluating the usefulness of sources to a historical enquiry Selecting information from a source to answer a question Identifying a primary source
Year 3	<b>Ancient Egypt</b>	<b>Cradles of Civilisation</b>	<b>The Indus Valley</b>	<b>Persia and Greece</b>	<b>Ancient Greece</b>	<b>Alexander the Great</b>		
	In this unit, Year 3 children will learn about the River Nile and its role in Egypt. They will also learn about the power structure of the pharaohs, how art, writing, religion and belief systems have shaped Ancient Egypt. Also, how Ancient Egypt changed over time.	In this unit, Year 3 children will look at the land of Ancient Mesopotamia and the geographical overview of ancient civilisations. They will also complete an in-depth study of ancient Sumer in Mesopotamia via rivers & settlements and	In this unit, Year 3 children will learn about sites and artefacts in the Indus Valley. They will compare and contrast Indus Valley and Sumer and Egypt (e.g. writing, monuments).	In this unit, Year 3 will start with ancient Persia and its empire to set geographical & political context and move on to Ancient Greek city states, inc. Sparta and Athens. They will also study Persian wars, inc. battle of Marathon, Thermopylae and the Peloponnese War.	In this unit, Year 3 children will learn about Athenian democracy and empire. They will also study art, culture & learning in Ancient Greece including Greek architecture and Greek literature, including epic poetry. Philosophy and conduct an enquiry in	In this unit, Year 3 children will learn Where Alexander came from and about his childhood. This will be followed by his early battles, conquest of Persia and death. Library of Alexandria Finally, they will explore why the Egyptian empire lasted so long and why it ended.		



History at Gwladys Street Community Primary and Nursery School



		via art of ancient civilisations		Finally, they will look at Greek religion.	Ancient Greece, about Aristotle.	
	Skills	Skills	Skills	Skills	Skills	Skills
	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>sequence events on a timeline,</li> <li>understand that history is divided into periods of history</li> <li>use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>use BC/AD/Century</li> <li>Sequence artefacts, historical pictures or events;</li> <li>Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied;</li> <li>use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient;</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>Identifying reasons for change and</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Understand that history is divided into periods of history</li> <li>Use BC/AD/Century;</li> <li>Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied;</li> <li>place the time studied on a timeline</li> <li>use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient;</li> <li>Notice connections over a period of time.</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>Comparing different periods of history and identifying</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Understand that history is divided into periods of history.</li> <li>Use BC/AD/Century</li> <li>Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied;</li> <li>place the time studied on a timeline</li> <li>use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient;</li> <li>notice connections over a period of time.</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences between periods of history</li> </ul> <p><u>Historical interpretations</u></p> <ul style="list-style-type: none"> <li>Exploring the differences between different sources and giving reasons for the ways in which the past is represented</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Sequence events on a timeline,</li> <li>Understand that history is divided into periods of history</li> <li>Use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>Use BC/AD/Century</li> <li>Sequence artefacts, historical pictures or events;</li> <li>Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>Use dates and terms related to the unit and passing of time</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>Comparing different periods of</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Sequence events on a timeline,</li> <li>Understand that history is divided into periods of history</li> <li>Use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>Use BC/AD/Century</li> <li>Sequence artefacts, historical pictures or events;</li> <li>Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>Use dates and terms related to the unit and passing of time</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>Identifying the consequences of</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Sequence events on a timeline,</li> <li>Understand that history is divided into periods of history</li> <li>Use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>Use BC/AD/Century</li> <li>Sequence artefacts, historical pictures or events;</li> <li>Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>Use dates and terms related to the unit and passing of time</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>Identifying the links between different societies</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences between periods of history</li> </ul> <p><u>Cause and consequence</u></p>



History at Gwladys Street Community Primary and Nursery School



<p>reasons for continuities</p> <ul style="list-style-type: none"> <li>Identifying what the situation was like before the change occurred</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences between periods of history</li> </ul> <p><u>Historical interpretations</u></p> <ul style="list-style-type: none"> <li>Exploring the differences between different sources and giving reasons for the ways in which the past is represented</li> <li>Evaluating the usefulness of different sources</li> <li>Exploring different representation from the period</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a period</li> <li>Using evidence to build a picture of a past event</li> <li>Observing the small details when using</li> </ul>	<p>changes and continuity</p> <ul style="list-style-type: none"> <li>Describing the change and continuity between different periods of history</li> <li>Identifying the links between different societies</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences between periods of history</li> </ul> <p><u>Historical interpretations</u></p> <ul style="list-style-type: none"> <li>Exploring the differences between different sources and giving reasons for the ways in which the past is represented</li> <li>Evaluating the usefulness of different sources</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a period</li> <li>Using evidence to build a picture of a past event</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating the usefulness of different sources</li> <li>Exploring different representation from the period</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a period</li> <li>Using evidence to build a picture of a past event</li> <li>Observing the small details when using artefacts and pictures</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>Creating historically-valid questions across a range of time periods, cultures and people</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>Using a range of sources to construct knowledge about the past</li> </ul>	<p>history and identifying changes and continuity</p> <ul style="list-style-type: none"> <li>Describing the change and continuity between different periods of history</li> <li>Identifying the links between different societies</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences between periods of history</li> </ul> <p><u>Historical interpretations</u></p> <ul style="list-style-type: none"> <li>Exploring the differences between different sources and giving reasons for the ways in which the past is represented</li> <li>Evaluating the usefulness of different sources</li> <li>Identifying and giving reasons for different ways in which the past is represented</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li></li> </ul> <p><u>Sources of evidence</u></p>	<p>events and the actions of people</p> <ul style="list-style-type: none"> <li>Identifying reasons for historical events, situations and changes</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a period</li> <li>Using evidence to build a picture of a past event</li> <li>Observing the small details when using artefacts and pictures</li> <li>Identifying sources which are influenced by the personal beliefs of the author</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>Creating historically-valid questions across a range of time periods, cultures and people</li> <li>Understanding how historical enquiry questions are structured</li> <li>Exploring different representation from the period</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the consequences of events and the actions of people</li> <li>Identifying reasons for historical events, situations and changes</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a period</li> <li>Using evidence to build a picture of a past event</li> <li>Observing the small details when using artefacts and pictures</li> <li>Identifying sources which are influenced by the personal beliefs of the author</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>Creating historically-valid questions across a range of time periods, cultures and people</li> <li>Understanding how historical enquiry questions are structured</li> <li>Exploring different representation from the period</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p>
--	--	---	--	--	--



History at Gwladys Street Community Primary and Nursery School



<p>artefacts and pictures</p> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Understanding how historical enquiry questions are structured</li> <li>• Creating questions about the main features of everyday life in periods studied</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Using a range of sources to construct knowledge about the past</li> <li>• Defining the terms 'source' and 'evidence'</li> <li>• Selecting and recording relevant information from a range of sources to answer a question</li> <li>• Identifying the bias of a source</li> </ul>	<ul style="list-style-type: none"> <li>• Observing the small details when using artefacts and pictures</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Creating historically-valid questions across a range of time periods, cultures and people</li> <li>• Asking questions about the bias of historical evidence</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Using a range of sources to construct knowledge about the past</li> <li>• Defining the terms 'source' and 'evidence'</li> <li>• Selecting and recording relevant information from a range of sources to answer a question</li> </ul>		<ul style="list-style-type: none"> <li>• Using a range of sources to find out about a period</li> <li>• Using evidence to build a picture of a past event</li> <li>• Observing the small details when using artefacts and pictures</li> <li>• Identifying sources which are influenced by the personal beliefs of the author</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Creating historically-valid questions across a range of time periods, cultures and people</li> <li>• Creating questions about the main features of everyday life in periods studied</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Using a range of sources to construct knowledge about the past</li> </ul>	<p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Using a range of sources to construct knowledge about the past</li> <li>• Selecting and recording relevant information from a range of sources to answer a question</li> <li>• Identifying primary and secondary sources</li> <li>• Identifying the bias of a source</li> <li>• Comparing and contrasting different historical sources</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of sources to construct knowledge about the past</li> <li>• Selecting and recording relevant information from a range of sources to answer a question</li> <li>• Identifying primary and secondary sources</li> <li>• Identifying the bias of a source</li> <li>• Comparing and contrasting different historical sources</li> </ul>
---	---	--	--	--	--



## History at Gwladys Street Community Primary and Nursery School



				<ul style="list-style-type: none"> <li>• Selecting and recording relevant information from a range of sources to answer a question</li> <li>• Identifying primary and secondary sources</li> <li>• Identifying the bias of a source</li> <li>• Comparing and contrasting different historical sources</li> </ul>		
Year 4	The Roman Republic	The Roman Empire	Roman Britain	Christianity in three empires (300-600CE)	Islamic civilisations (1)	Islamic civilisations (2)
	In this unit, Year 4 will learn about the origins of the Roman Republic and the early kings of Rome and continue with the development of the Roman Republic, for example, roads, religion, politics.	In this unit, Year 4 will study the Roman army and the early emperors and the Jewish-Roman war. They will also study Pompeii.	In this unit, Year 4 will begin with the ancient Britons. They will then continue by studying the rebellions of Caractacus, and Boudicca. They will then move on to Roman life studying the Roman town of Deva and finish by looking at diversity amongst Romans in Britain.	In this unit, Year 4 will focus on three cities: Rome, Constantinople and Adulis representing three types of Christianity influenced by and influencing local culture.	In this unit, Year 4 will study Arabia and early Islam Arabia before Muhammad and Bedouin culture. They will continue with trade and life in the desert and the place of the Makkah in the trade of the Middle East and the world.	In this unit, Year 4 will complete a focus on Cordoba - city of light and the glories of Islamic achievement in art, architecture, learning and science in Cordoba.
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
	<u>Chronological awareness</u> <ul style="list-style-type: none"> <li>• sequence events on a timeline, referring to times</li> <li>• understand that history is divided</li> </ul>	<u>Chronological awareness</u> <ul style="list-style-type: none"> <li>• sequence events on a timeline, referring to times</li> <li>• understand that history is divided</li> </ul>	<u>Chronological awareness</u> <ul style="list-style-type: none"> <li>• sequence events on a timeline, referring to times</li> <li>• understand that history is divided into periods of history</li> </ul>	<u>Chronological awareness</u> <ul style="list-style-type: none"> <li>• sequence events on a timeline, referring to times</li> <li>• understand that history is divided</li> </ul>	<u>Chronological awareness</u> <ul style="list-style-type: none"> <li>• sequence events on a timeline, referring to times</li> <li>• understand that history is divided</li> </ul>	<u>Chronological awareness</u> <ul style="list-style-type: none"> <li>• sequence events on a timeline, referring to times</li> <li>• understand that history is divided into periods of history</li> </ul>



## History at Gwladys Street Community Primary and Nursery School



<p>into periods of history</p> <ul style="list-style-type: none"> <li>• use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>• use BC/AD/Century</li> <li>• sequence artefacts, historical pictures or events</li> <li>• begin to develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>• use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient</li> <li>• notice connections over a period of time.</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Identifying what the situation was like before the change occurred</li> <li>• Describing the changes and continuity between periods of history</li> </ul>	<p>into periods of history</p> <ul style="list-style-type: none"> <li>• use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>• use BC/AD/Century</li> <li>• sequence artefacts, historical pictures or events</li> <li>• begin to develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>• use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient</li> <li>• notice connections over a period of time.</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Identifying reasons for change and</li> </ul>	<ul style="list-style-type: none"> <li>• use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>• use BC/AD/Century</li> <li>• sequence artefacts, historical pictures or events</li> <li>• begin to develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>• use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient</li> <li>• notice connections over a period of time.</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Identifying reasons for change and reason for continuity</li> <li>• Identifying what the situation was like before the change occurred</li> <li>• Identifying what the situation was like before the change occurred</li> </ul> <p><u>Similarities and differences</u></p>	<p>into periods of history</p> <ul style="list-style-type: none"> <li>• use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>• use BC/AD/Century</li> <li>• sequence artefacts, historical pictures or events</li> <li>• begin to develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>• use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient</li> <li>• notice connections over a period of time.</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Identifying reasons for change and reason for continuity</li> </ul>	<p>into periods of history</p> <ul style="list-style-type: none"> <li>• use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>• use BC/AD/Century</li> <li>• sequence artefacts, historical pictures or events</li> <li>• begin to develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>• use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient</li> <li>• notice connections over a period of time.</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Identifying reasons for change and</li> </ul>	<ul style="list-style-type: none"> <li>• use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>• use BC/AD/Century</li> <li>• sequence artefacts, historical pictures or events</li> <li>• begin to develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>• use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient</li> <li>• notice connections over a period of time.</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Identifying reasons for change and reason for continuity</li> <li>• Comparing different periods of history and identifying changes and continuity</li> <li>• Describing the changes and continuity between periods of history</li> <li>• Identifying the links between different societies</li> </ul>
--	--	--	--	--	---



History at Gwladys Street Community Primary and Nursery School



<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> <li>To know that archaeological evidence has limitations</li> <li>To know that assumptions by archaeologists can change</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>Identifying the consequences of events and the actions of people</li> <li>Identifying reasons for historical events, situations and changes</li> <li>To know that actions of people can cause change</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a period</li> <li>Using evidence to build up a picture of the past</li> <li>To know that archaeological evidence can be used to find out about the past</li> <li>To know that we can make inferences and</li> </ul>	<p>reason for continuity</p> <ul style="list-style-type: none"> <li>Identifying what the situation was like before the change occurred</li> </ul> <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> <li>Identifying and giving different reasons for different ways in which the past is represented</li> <li>Identifying the differences between different sources and giving reasons for the ways in which the past is represented</li> <li>To know that archaeological evidence has limitations</li> <li>To know that assumptions by archaeologists can change</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>Identifying the consequences of events and the actions of people</li> <li>Identifying reasons for</li> </ul>	<ul style="list-style-type: none"> <li>Identifying similarities and differences between periods of history</li> <li>Explaining similarities and differences between daily lives of people in the past and today</li> </ul> <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> <li>Identifying and giving different reasons for different ways in which the past is represented</li> <li>Identifying the differences between different sources and giving reasons for the ways in which the past is represented</li> <li>To know that archaeological evidence has limitations</li> <li>To know that assumptions by archaeologists can change</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>Identifying the consequences of events and the actions of people</li> <li>Identifying reasons for historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the links between different societies</li> </ul> <p><u>Similarities and differences</u></p> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences between periods of history</li> <li>Explaining similarities and differences between daily lives of people in the past and today</li> </ul> <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> <li>Identifying and giving different reasons for different ways in which the past is represented</li> <li>Identifying the differences between different sources and giving reasons for the ways in which the past is represented</li> <li>To know that archaeological evidence has limitations</li> <li>To know that assumptions by</li> </ul>	<ul style="list-style-type: none"> <li>Identifying what the situation was like before the change occurred</li> <li>Comparing different periods of history and identifying changes and continuity</li> <li>Describing the changes and continuity between periods of history</li> <li>Identifying the links between different societies</li> </ul> <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> <li>Identifying and giving different reasons for different ways in which the past is represented</li> <li>Identifying the differences between different sources and giving reasons for the ways in which the past is represented</li> <li>To know that archaeological evidence has limitations</li> <li>To know that assumptions by</li> </ul>	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> <li>Identifying and giving different reasons for different ways in which the past is represented</li> <li>Identifying the differences between different sources and giving reasons for the ways in which the past is represented</li> <li>To know that archaeological evidence has limitations</li> <li>To know that assumptions by archaeologists can change</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>Identifying the consequences of events and the actions of people</li> <li>Identifying reasons for historical events, situations and changes</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a period</li> <li>Using evidence to build up a picture of the past</li> <li>Identifying sources which are influenced by personal beliefs</li> </ul>
--	---	--	--	--	---



History at Gwladys Street Community Primary and Nursery School



<p>deductions using images from the past</p> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>historical events, situations and changes</p> <ul style="list-style-type: none"> <li>• To know that actions of people can cause change</li> <li>• To know that advancements in science and technology can cause change</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Using a range of sources to find out about a period</li> <li>• Using evidence to build up a picture of the past</li> <li>• Identifying sources which are influenced by personal beliefs</li> <li>• To know that archaeological evidence can be used to find out about the past</li> <li>• To know that we can make inferences and deductions using images from the past</li> </ul> <p><u>Posing historical questions</u></p>	<ul style="list-style-type: none"> <li>• To know that actions of people can cause change</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Using a range of sources to find out about a period</li> <li>• Using evidence to build up a picture of the past</li> <li>• Identifying sources which are influenced by personal beliefs</li> <li>• To know that archaeological evidence can be used to find out about the past</li> <li>• To know that we can make inferences and deductions using images from the past</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Understanding how historical enquiry questions are structured</li> <li>• Asking questions about the main features of everyday life in periods studied</li> <li>• Asking questions about the bias of historical evidence</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p>	<p>archaeologists can change</p> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>• Identifying the consequences of events and the actions of people</li> <li>• Identifying reasons for historical events, situations and changes</li> <li>• To know that advancements in science and technology can cause change</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Using a range of sources to find out about a period</li> <li>• Using evidence to build up a picture of the past</li> <li>• To know that archaeological evidence can be used to find out about the past</li> <li>• To know that we can make inferences and deductions using images from the past</li> </ul> <p><u>Posing historical questions</u></p>	<p>archaeologists can change</p> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>• Identifying the consequences of events and the actions of people</li> <li>• Identifying reasons for historical events, situations and changes</li> <li>• To know that actions of people can cause change</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Using a range of sources to find out about a period</li> <li>• Using evidence to build up a picture of the past</li> <li>• To know that archaeological evidence can be used to find out about the past</li> <li>• To know that we can make inferences and deductions using images from the past</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Understanding how historical enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• To know that archaeological evidence can be used to find out about the past</li> <li>• To know that we can make inferences and deductions using images from the past</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Understanding how historical enquiry questions are structured</li> <li>• Asking questions about the main features of everyday life in periods studied</li> <li>• Asking questions about the bias of historical evidence</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Use a range of sources to construct knowledge of the past</li> <li>• Extracting the appropriate information from a historical source</li> <li>• Identifying primary and secondary sources</li> </ul>
--	--	---	--	--	--



History at Gwladys Street Community Primary and Nursery School



		<ul style="list-style-type: none"> <li>Understanding how historical enquiry questions are structured</li> <li>Asking questions about the main features of everyday life in periods studied</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>Use a range of sources to construct knowledge of the past</li> <li>Extracting the appropriate information from a historical source</li> <li>Identifying primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to construct knowledge of the past</li> <li>Extracting the appropriate information from a historical source</li> <li>Identifying primary and secondary sources</li> <li>Identifying the bias of a source</li> <li>Comparing and contrasting different historical sources</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how historical enquiry questions are structured</li> <li>Asking questions about the main features of everyday life in periods studied</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>Use a range of sources to construct knowledge of the past</li> <li>Extracting the appropriate information from a historical source</li> <li>Identifying primary and secondary sources</li> <li>Identifying the bias of a source</li> <li>Comparing and contrasting different historical sources</li> </ul>	<p>questions are structured</p> <ul style="list-style-type: none"> <li>Asking questions about the main features of everyday life in periods studied</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>Use a range of sources to construct knowledge of the past</li> <li>Extracting the appropriate information from a historical source</li> <li>Identifying primary and secondary sources</li> </ul>	
Year 5	Islamic Civilisations	Anglo-Saxon Britain	Vikings in Britain (1)	Norse Culture	Vikings in Britain (2)	Local Study – Vikings in Merseyside and the Wirral



## History at Gwladys Street Community Primary and Nursery School



<p>In this unit, Year 5 will focus on Baghdad. Where, why and how it was built, what it looked like, how we know about it through archaeology, artefacts and written sources and why it is so important in understand medieval Islam. They will also look at the contribution of Baghdad and Islamic scholars to learning, mathematics and mapping the world.</p>	<p>In this unit, Year 5 will focus on Anglo-Saxon kingdoms and Christianity arriving in the British Isles. They will then look at early monasteries in British Isles and how archaeologists learn about Anglo-Saxons.</p>	<p>In this unit, Year 5 will begin with exploring the first Viking raids and invasions, followed by learning about King Alfred of the Kingdom of Wessex and the 'Great Heathen Army' Alfred in Athelney. They will look at Viking links to rest of world - Russia, Constantinople, Muslim trade and how Vikings changed as they settled and interacted with diverse cultures</p>	<p>In this unit, Year 5 will look at Norse sagas, art, poetry, folklore, Norse gods, goddesses, stories and customs. They will compare the story of Beowulf to stories from other cultures.</p>	<p>In this unit, Year 5 will study the changing rulers of Viking Britain and conduct a study of Jorvik York. Changing Rulers, Changing Worlds They will also look at differing versions of events based around Aethelflaed and her battles culminating in the creation of Britain and how they have changed Britain</p>	<p>In this unit, Year5 will conduct an indepth study of Vikings in Merseyside, looking at place names and the legacy that they have left behind</p>
<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, comparing where it fits in with times studied in previous units</li> <li>Using the terms BC and AD in their work</li> <li>Using relevant dates and terms for the period</li> <li>Developing a chronologically secure understanding of British, local and World history across the periods studied</li> <li>Comparing and making connections</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, comparing where it fits in with times studied in previous units</li> <li>Using the terms BC and AD in their work</li> <li>Using relevant dates and terms for the period</li> <li>Developing a chronologically secure understanding of British, local and World history across the periods studied</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, comparing where it fits in with times studied in previous units</li> <li>Using the terms BC and AD in their work</li> <li>Using relevant dates and terms for the period</li> <li>Developing a chronologically secure understanding of British, local and World history across the periods studied</li> <li>Comparing and making connections between</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Using the terms BC and AD in their work</li> <li>Using relevant dates and terms for the period</li> <li>Developing a chronologically secure understanding of British, local and World history across the periods studied</li> <li>Comparing and making connections between different contexts in the past</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, comparing where it fits in with times studied in previous units</li> <li>Using the terms BC and AD in their work</li> <li>Using relevant dates and terms for the period</li> <li>Developing a chronologically secure understanding of British, local and World history</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Using the terms BC and AD in their work</li> <li>Using relevant dates and terms for the period</li> <li>Developing a chronologically secure understanding of British, local and World history across the periods studied</li> <li>Comparing and making connections between different contexts in the past</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>Giving reasons for historical events, the results of historical</li> </ul>



<p>between different contexts in the past</p> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Making links between events and changes within and across different time periods/societies</li> <li>• Identifying the reasons for change and continuity</li> <li>• Explaining the reasons for change and continuity</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Recognising primary and secondary sources</li> <li>• Using a range of sources to find out about a particular aspect of the past</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Asking questions about the interpretations, viewpoints and</li> </ul>	<p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Making links between events and changes within and across different time periods/societies</li> <li>• Identifying the reasons for change and continuity</li> <li>• Describing the main events, similarities and changes between different societies</li> <li>• Explaining the reasons for change and continuity</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Describing change through time</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>• Giving reasons for historical events, the results of historical events, situations and changes</li> <li>• Start to analyse and give reasons and results of historical events, situations and change</li> </ul>	<p>different contexts in the past</p> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Identifying the reasons for change and continuity</li> <li>• Describing the main events, similarities and changes between different societies</li> <li>• Explaining the reasons for change and continuity</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>• Giving reasons for historical events, the results of historical events, situations and changes</li> <li>• Start to analyse and give reasons and results of historical events, situations and change</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Recognising primary and secondary sources</li> </ul>	<p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Making links between events and changes within and across different time periods/societies</li> <li>• Identifying the reasons for change and continuity</li> <li>• Describing the main events, similarities and changes between different societies</li> <li>• Explaining the reasons for change and continuity</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Describing change through time</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Recognising primary and secondary sources</li> <li>• Using a range of sources to find out about a particular aspect of the past</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Asking questions about the interpretations, viewpoints and perspectives held by others</li> </ul>	<p>across the periods studied</p> <ul style="list-style-type: none"> <li>• Comparing and making connections between different contexts in the past</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Identifying the reasons for change and continuity</li> <li>• Describing the main events, similarities and changes between different societies</li> <li>• Explaining the reasons for change and continuity</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Describing change through time</li> </ul> <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> <li>• Comparing accounts of events through different sources</li> <li>• Suggesting explanations for different versions of events</li> <li>• Evaluating the usefulness of historical sources</li> <li>• Evaluating the interpretations made by historians</li> </ul>	<p>events, situations and changes</p> <ul style="list-style-type: none"> <li>• Start to analyse and give reasons and results of historical events, situations and change</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Recognising primary and secondary sources</li> <li>• Using a range of sources to find out about a particular aspect of the past</li> <li>• Identifying bias in a source and identifying the value of the sources to historical enquiry</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Asking questions about the interpretations, viewpoints and perspectives held by others</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Distinguishing between fact and opinion</li> <li>• Developing an awareness of the variety of historical evidence in different periods of time</li> <li>• Considering a range of factors when discussing the reliability of sources</li> </ul>
---	---	--	--	--	--



History at Gwladys Street Community Primary and Nursery School



<p>perspectives held by others</p> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>Developing an awareness of the variety of historical evidence in different periods of time</li> </ul>	<p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>Recognising primary and secondary sources</li> <li>Using a range of sources to find out about a particular aspect of the past</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>Developing an awareness of the variety of historical evidence in different periods of time</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of sources to find out about a particular aspect of the past</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>Distinguishing between fact and opinion</li> <li>Developing an awareness of the variety of historical evidence in different periods of time</li> </ul>	<p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>Distinguishing between fact and opinion</li> <li>Developing an awareness of the variety of historical evidence in different periods of time</li> </ul>	<p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>Giving reasons for historical events, the results of historical events, situations and changes</li> <li>Start to analyse and give reasons and results of historical events, situations and change</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>Recognising primary and secondary sources</li> <li>Using a range of sources to find out about a particular aspect of the past</li> <li>Identifying bias in a source and identifying the value of the sources to historical enquiry</li> <li>Describing how secondary sources are influenced by belief culture and the time of the author</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>Asking questions about the interpretations,</li> </ul>	
---	--	--	---	--	--



History at Gwladys Street Community Primary and Nursery School



					<p>viewpoints and perspectives held by others</p> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>Distinguishing between fact and opinion</li> <li>Developing an awareness of the variety of historical evidence in different periods of time</li> <li>Considering a range of factors when discussing the reliability of sources</li> </ul>	
Year 6	Britain in the era of the Second World War	The Maya	Medieval African Kingdoms		Cities in time (1)	Cities in time (2)
	In this unit, Year 6 will look at the impact of war and post-war developments, including evacuation, the impact of WW2 on cities, towns and rural areas and the causes and effects of post-war migration to Britain, including Windrush.	In this unit, Year 6 will study Maya rulers, customs and structure of society, Maya language, art, cities and architecture, mathematics.	In this unit, Year 6 will focus on material culture, society, government and technology in the medieval kingdom of Benin and material culture, society, government and technology in Ethiopia.		In this unit, Year 6 will study the story of 19th century industrial Liverpool told through the life of a citizen, who first arrived in the slums of Liverpool in 1819 and rose to oversee numerous city improvements.	In this unit, Year 6 will complete an in-depth study of Liverpool
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Developing a chronological</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Sequencing events on a</li> </ul>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Sequencing events on a timeline comparing where it fits in with times studied in previous periods</li> </ul>		<p><u>Chronological awareness</u></p>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>Sequencing events on a timeline comparing</li> </ul>



History at Gwladys Street Community Primary and Nursery School



<p>understanding of British, local and world history</p> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul> <p><u>Historical interpretations</u></p> <ul style="list-style-type: none"> <li>• Comparing accounts of events from different sources</li> <li>• Suggesting explanations for different versions of events</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>• Giving reasons for historical events, the results of historical events, situations and changes</li> <li>• Starting to analyse and explain the reasons for and results of historical events, situations and change</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Recognising primary and secondary sources</li> </ul>	<p>timeline comparing where it fits in with times studied in previous periods</p> <ul style="list-style-type: none"> <li>• Understanding the term 'century and how dating by centuries works</li> <li>• putting dates in the correct century</li> <li>• Using the terms AD and BC in their work</li> <li>• Using relevant dates and terms for the period</li> <li>• Developing a chronological understanding of British, local and world history</li> <li>• Placing the time, period and context on a timeline</li> <li>• Relating current study on timeline to other periods studied</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Making links with different time periods studied</li> </ul> <p><u>Historical interpretations</u></p>	<ul style="list-style-type: none"> <li>• Understanding the term 'century and how dating by centuries works</li> <li>• putting dates in the correct century</li> <li>• Using the terms AD and BC in their work</li> <li>• Using relevant dates and terms for the period</li> <li>• Developing a chronological understanding of British, local and world history</li> <li>• Placing the time, period and context on a timeline</li> <li>• Relating current study on timeline to other periods studied</li> <li>• Comparing and making connections between different contexts in the past</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Describing change throughout time</li> </ul> <p><u>Historical interpretations</u></p> <ul style="list-style-type: none"> <li>• Comparing accounts of events from different sources</li> <li>• Suggesting explanations for different versions of events</li> <li>• Evaluating the usefulness of historical sources</li> <li>• Identifying how conclusions have been arrived at by linking sources</li> <li>• Understanding that different evidence creates different conclusions</li> <li>• To understand that there are different interpretations of historical figures and events</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>• Giving reasons for historical events, the results of historical events, situations and changes</li> <li>• Starting to analyse and explain the reasons for and results of historical events, situations and change</li> <li>• To know that members of society standing up for their rights can be the cause of change</li> </ul> <p><u>Sources of evidence</u></p>	<ul style="list-style-type: none"> <li>• Using relevant dates and terms for the period</li> <li>• Developing a chronological understanding of British, local and world history</li> <li>• Placing the time, period and context on a timeline</li> <li>• Relating current study on timeline to other periods studied</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Making links between events and changes within and across different time periods/societies</li> <li>• Identifying the reasons for change and continuity</li> <li>• Describing the links between main events</li> <li>• Explaining the reasons for change and continuity</li> <li>• To know that change can be traced using the census</li> </ul> <p><u>Similarities and differences</u></p>	<p>where it fits in with times studied in previous periods</p> <ul style="list-style-type: none"> <li>• Understanding the term 'century and how dating by centuries works</li> <li>• putting dates in the correct century</li> <li>• Using relevant dates and terms for the period</li> <li>• Developing a chronological understanding of British, local and world history</li> <li>• Placing the time, period and context on a timeline</li> <li>• Relating current study on timeline to other periods studied</li> </ul> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>• Making links between events and changes within and across different time periods/societies</li> <li>• Identifying the reasons for change and continuity</li> <li>• Describing the links between main events</li> <li>• Explaining the reasons for change and continuity</li> </ul>
--	---	--	---	--



<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a particular aspect of the past</li> <li>• Identifying bias in a source and identifying the value of the sources</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Asking historical questions of increasing difficulty</li> <li>• Asking questions about the interpretations, viewpoints and perspectives held by others</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Using different sources to make and substantiate historical claims</li> <li>• Developing an awareness of the variety of evidence in different periods of time</li> <li>• Distinguishing between fact and opinion</li> <li>• Identifying how sources with</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing accounts of events from different sources</li> <li>• Suggesting explanations for different versions of events</li> <li>• Evaluating the usefulness of historical sources</li> <li>• Identifying how conclusions have been arrived at by linking sources</li> <li>• Understanding that different evidence creates different conclusions</li> <li>• To understand that there are different interpretations of historical figures and events</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>• Giving reasons for historical events, the results of historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising primary and secondary sources</li> <li>• Use a range of sources to find out about a particular aspect of the past</li> <li>• Identifying bias in a source and identifying the value of the sources</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Asking historical questions of increasing difficulty</li> <li>• Asking questions about the interpretations, viewpoints and perspectives held by others</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Using different sources to make and substantiate historical claims</li> <li>• Developing an awareness of the variety of evidence in different periods of time</li> <li>• Recognising gaps in evidence</li> <li>• Considering a range of factors when discussing the reliability of sources</li> <li>• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others</li> </ul>	<ul style="list-style-type: none"> <li>• Describing change throughout time</li> </ul> <p><u>Historical interpretations</u></p> <ul style="list-style-type: none"> <li>• Comparing accounts of events from different sources</li> <li>• Suggesting explanations for different versions of events</li> <li>• Evaluating the usefulness of historical sources and events</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>• Giving reasons for historical events, the results of historical events, situations and changes</li> <li>• Starting to analyse and explain the reasons for and results of historical events, situations and change</li> <li>• To know that members of society standing up for</li> </ul>	<ul style="list-style-type: none"> <li>• To know that change can be traced using the census</li> </ul> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> <li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li> <li>• Describing change throughout time</li> </ul> <p><u>Historical interpretations</u></p> <ul style="list-style-type: none"> <li>• Comparing accounts of events from different sources</li> <li>• Suggesting explanations for different versions of events</li> <li>• Evaluating the usefulness of historical sources</li> <li>• To understand that there are different interpretations of historical figures and events</li> </ul> <p><u>Cause and consequence</u></p> <ul style="list-style-type: none"> <li>• Giving reasons for historical events, the results of historical events, situations and changes</li> </ul>
---	--	---	---	--



History at Gwladys Street Community Primary and Nursery School



<p>different perspectives can be used in historical enquiry</p> <ul style="list-style-type: none"> <li>• Considering a range of factors when discussing the reliability of sources</li> <li>• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others</li> </ul>	<ul style="list-style-type: none"> <li>• Starting to analyse and explain the reasons for and results of historical events, situations and change</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Recognising primary and secondary sources</li> <li>• Use a range of sources to find out about a particular aspect of the past</li> <li>• Identifying bias in a source and identifying the value of the sources</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Asking historical questions of increasing difficulty</li> <li>• Asking questions about the interpretations, viewpoints and perspectives held by others</li> </ul>		<p>their rights can be the cause of change</p> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Recognising primary and secondary sources</li> <li>• Use a range of sources to find out about a particular aspect of the past</li> <li>• Identifying bias in a source and identifying the value of the sources</li> <li>• To know that a census is carried out every 10 years</li> <li>• To understand some of the key terms on a census</li> <li>• To understand how to compare a census</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Asking historical questions of increasing difficulty</li> <li>• Asking questions about the interpretations,</li> </ul>	<ul style="list-style-type: none"> <li>• Starting to analyse and explain the reasons for and results of historical events, situations and change</li> <li>• To know that members of society standing up for their rights can be the cause of change</li> </ul> <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> <li>• Recognising primary and secondary sources</li> <li>• Use a range of sources to find out about a particular aspect of the past</li> <li>• Identifying bias in a source and identifying the value of the sources</li> </ul> <p><u>Posing historical questions</u></p> <ul style="list-style-type: none"> <li>• Asking historical questions of increasing difficulty</li> <li>• Asking questions about the interpretations, viewpoints and perspectives held by others</li> <li>• Planning an historical enquiry</li> </ul>
--	---	--	--	--



	<p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Using different sources to make and substantiate historical claims</li> <li>• Developing an awareness of the variety of evidence in different periods of time</li> <li>• Recognising gaps in evidence</li> <li>• Identifying how sources with different perspectives can be used in historical enquiry</li> <li>• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others</li> </ul>		<p>viewpoints and perspectives held by others</p> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Using different sources to make and substantiate historical claims</li> <li>• Developing an awareness of the variety of evidence in different periods of time</li> <li>• Distinguishing between fact and opinion</li> <li>• Recognising gaps in evidence</li> <li>• Identifying how sources with different perspectives can be used in historical enquiry</li> <li>• Considering a range of factors when discussing the reliability of sources</li> <li>• Using a range of different historical</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying methods to use to carry out the research</li> </ul> <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> <li>• Using different sources to make and substantiate historical claims</li> <li>• Developing an awareness of the variety of evidence in different periods of time</li> <li>• Distinguishing between fact and opinion</li> <li>• Recognising gaps in evidence</li> <li>• Identifying how sources with different perspectives can be used in historical enquiry</li> <li>• Considering a range of factors when discussing the reliability of sources</li> <li>• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others</li> </ul>
--	---	--	---	--



# History at Gwladys Street Community Primary and Nursery School



				evidence to dispute the ideas, claims or perspectives of others	
--	--	--	--	---	--