

## Progression of Skills: History

	Homes through history - Autumn 1	History heroes - Spring 1	Seaside adventure – Summer 1
Year 1	<p><b><u>Historical Interpretations and Investigations</u></b></p> <ul style="list-style-type: none"> <li>- start to compare two versions of a past event;</li> <li>- observe and use pictures, photographs and artefacts to find out about the past;</li> <li>- explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>- describe memories and changes that have happened in their own lives;</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- order dates from earliest to latest on simple timelines;</li> <li>- sequence pictures from different periods;</li> <li>- describe memories and changes that have happened in their own lives;</li> <li>- use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b></p> <ul style="list-style-type: none"> <li>- recognise some similarities and differences between the past and the present;</li> </ul> <p><b><u>Presenting, Organising and Communicating</u></b></p> <p>show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</p> <p>talk, write and draw about things from the past;</p> <p>use historical vocabulary to retell simple stories about the past</p>	<p><b><u>Historical Interpretations and Investigations</u></b></p> <ul style="list-style-type: none"> <li>- explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- describe memories and changes that have happened in their own lives;</li> </ul> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b></p> <ul style="list-style-type: none"> <li>- know and recount episodes from stories and significant events in history;</li> <li>- understand that there are reasons why people in the past acted as they did;</li> <li>- describe significant individuals from the past.</li> </ul> <p><b><u>Presenting, Organising and Communicating</u></b></p> <ul style="list-style-type: none"> <li>- talk, write and draw about things from the past;</li> <li>- use historical vocabulary to retell simple stories about the past;</li> <li>- use drama/role play to communicate their knowledge about the past.</li> </ul>	<p><b><u>Historical Interpretations and Investigations</u></b></p> <ul style="list-style-type: none"> <li>- start to compare two versions of a past event;</li> <li>- observe and use pictures, photographs and artefacts to find out about the past;</li> <li>- start to use stories or accounts to distinguish between fact and fiction;</li> <li>- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>- choose and select evidence and say how it can be used to find out about the past.</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- sequence artefacts and events that are close together in time;</li> <li>- order dates from earliest to latest on simple timelines;</li> <li>- sequence pictures from different periods;</li> </ul> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b></p> <ul style="list-style-type: none"> <li>- recognise some similarities and differences between the past and the present;</li> <li>- identify similarities and differences between ways of life in different periods.</li> </ul> <p><b><u>Presenting, Organising and Communicating</u></b></p> <ul style="list-style-type: none"> <li>- talk, write and draw about things from the past;</li> </ul>

Autumn 1 History	Spring 1 History	Summer 1 History
<p><b><u>Homes through history</u></b></p> <p>In this unit children will explore homes from the past and the present. They will explore why homes have changed and will place homes on a time line in chronological order. Children will discuss similarities and differences between homes past and present. They will focus in depth on Victorian homes making direct comparisons with modern homes. They will be look at how homes have changed in their local area and will think about what a house would have been like when their grandparents/older relatives were children.</p>	<p><b><u>History Heroes</u></b></p> <p>In this unit, children will explore significant people who have helped shape history. They will research and explore the legacy of Florence Nightingale in depth and will compare with a nurse from our local area. Children will find out who Florence Nightingale was and when she lived. They will explore traditional expectations for women at this period and how Florence rejected these in favour of becoming a nurse. They will compare what the hospital was like before and after Florence's intervention. Linking in with recent events that have happened nationally, children will reflect upon how nurses continue to impact upon our lives today and our amazing NHS.</p>	<p><b><u>Seaside adventure</u></b></p> <p>In this unit, children will investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. Children will compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes. Children will explore a variety of sources that will help them discover more about holidays in the past.</p>

Year 2	Transport through time - Autumn 1	Magnificent monarchs - Spring 1	The great fire of London - Summer 1
	<p><b><u>Historical Interpretations and Investigations</u></b></p> <ul style="list-style-type: none"> <li>- explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- observe or handle evidence to ask simple questions about the past;</li> <li>- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> </ul> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b></p> <ul style="list-style-type: none"> <li>- recognise some similarities and differences between the past and the present;</li> <li>- identify similarities and differences between ways of life in different periods;</li> <li>- know and recount episodes from stories and significant events in history;</li> </ul> <p><b><u>Presenting, Organising and Communicating</u></b></p> <ul style="list-style-type: none"> <li>- talk, write and draw about things from the past</li> </ul>	<p><b><u>Historical Interpretations and Investigations</u></b></p> <ul style="list-style-type: none"> <li>- observe and use pictures, photographs and artefacts to find out about the past;</li> <li>- explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>- choose and select evidence and say how it can be used to find out about the past.</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- sequence artefacts and events that are close together in time;</li> <li>- order dates from earliest to latest on simple timelines;</li> <li>- sequence pictures from different periods</li> </ul> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b></p> <ul style="list-style-type: none"> <li>- know and recount episodes from stories and significant events in history;</li> <li>- describe significant individuals from the past.</li> </ul> <p><b><u>Presenting, Organising and Communicating</u></b></p> <ul style="list-style-type: none"> <li>- show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>- talk, write and draw about things from the past;</li> </ul>	<p><b><u>Historical Interpretations and Investigations</u></b></p> <ul style="list-style-type: none"> <li>- start to compare two versions of a past event;</li> <li>- observe and use pictures, photographs and artefacts to find out about the past;</li> <li>- start to use stories or accounts to distinguish between fact and fiction;</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>- choose and select evidence and say how it can be used to find out about the past.</li> </ul> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b></p> <ul style="list-style-type: none"> <li>- order dates from earliest to latest on simple timelines;</li> </ul> <p><b><u>Presenting, Organising and Communicating</u></b></p> <ul style="list-style-type: none"> <li>- recognise some similarities and differences between the past and the present;</li> <li>- identify similarities and differences between ways of life in different periods;</li> <li>- know and recount episodes from stories and significant events in history;</li> <li>- understand that there are reasons why people in the past acted as they did;</li> <li>- describe significant individuals from the past.</li> </ul>

Autumn 1 History	Spring 1 History	Summer 1 History
<p><u>Transport through time</u></p> <p>In this unit, children will begin by discussing how travel and transport was different in the past. Children will place vehicles through time in chronological order and will ask questions about the past. Children will focus on the importance of canals in Birmingham and how they aided the transportation of goods. They will also explore the origins of the spitfire plane!</p>	<p><u>Magnificent monarchs</u></p> <p>In this unit, children will begin by exploring the role of a 'monarch'. They will place significant British monarchs on a timeline starting from 1066 to the present day. They will then think about the legacy those monarchs left behind. Children will compare Elizabeth I with Queen Victoria looking at similarities and differences.</p>	<p><u>The great fire of London</u></p> <p>In this unit, children will explore key events of the great fire of London. They will place the event within the context of history making comparisons with time periods they already know. They will investigate why the fire spread so quickly and how it eventually came to end. Children will explore how we know about the great fire of London by looking at a variety of sources and reading the diary of Samuel Pepys. Children will think about how London changed as a result of the fire.</p>

	Railway revolution - Autumn I	Stone Age to Iron Age - - Spring I	The Roman empire - - Summer I
Year 3	<p><b>Historical Interpretations and Investigations</b></p> <ul style="list-style-type: none"> <li>- use a range of sources to find out about the past;</li> <li>- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>- gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>- regularly address and sometimes devise own questions to find answers about the past;</li> <li>- begin to undertake their own research.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- sequence several events, artefacts or historical figures on a timeline using dates</li> </ul> <p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>- note key changes over a period of time and be able to give reasons for those changes;</li> <li>- identify key features, aspects and events of the time studied;</li> <li>- describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>- present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li>- start to present ideas based on their own research about a studied period</li> </ul>	<p><b>Historical Interpretations and Investigations</b></p> <ul style="list-style-type: none"> <li>- use a range of sources to find out about the past;</li> <li>- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>- gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>- regularly address and sometimes devise own questions to find answers about the past;</li> <li>- begin to undertake their own research.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>- find out about the everyday lives of people in time studied compared with our life today;</li> <li>- explain how people and events in the past have influenced life today;</li> <li>- identify key features, aspects and events of the time studied;</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>- start to present ideas based on their own research about a studied period</li> </ul>	<p><b>Historical Interpretations and Investigations</b></p> <ul style="list-style-type: none"> <li>- look at more than two versions of the same event or story in history and identify differences;</li> <li>- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different; use a range of sources to find out about the past;</li> <li>- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> </ul> <p><b>Chronological Understanding</b></p> <p>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p> <p>find out about the everyday lives of people in time studied compared with our life today;</p> <p>explain how people and events in the past have influenced life today;</p> <p>identify key features, aspects and events of the time studied;</p> <p><b>Presenting, Organising and Communicating</b></p> <p><b>a</b> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</p> <p><b>b</b> present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</p> <p><b>c</b> start to present ideas based on their own research about a studied period.</p>

Autumn I History	Spring I History	Summer I History
<p><u>Railway revolution</u></p> <p>In this unit, children will explore the history of the railways and significant early locomotives. They will investigate some important historical events, such as the opening of the first passenger carrying railway lines and the Rainhill Trials. They will learn about some of the key people who were influential in the development of the railways. Children will examine the differences between steam, diesel and electric locomotives.</p>	<p><u>The stone age to iron age</u></p> <p>In this unit, children will explore the Stone Age, Bronze Age and Iron Age periods. They will look at what made these periods in history special exploring the discoveries and inventions. Children will look at what cave men were really like and discover what it would have been like to live during this period. Children will examine the types of homes people used to live in, what they ate and how they farmed. They will also learn why historical artefacts are important and how we can use them to help us discover information about the past.</p>	<p><u>The Roman empire</u></p> <p>In this unit, children will explore the Roman Empire and its impact on Britain. They will place this time period within history making comparisons with other time periods previously explored. Children will understand why the Romans invaded and know that their first invasion was followed by a period of settlement. Children will explore the concept that sources can contradict each other when finding out about Boudicca. Children will find out about daily life, society and religion by exploring a range of sources. They will then present their findings in a variety of different ways.</p>

Year 4	The Tudors - Autumn 1	The Stuarts - - Spring 1	Ancient Egypt- - Summer 1
	<p><b><u>Historical Interpretations and Investigations</u></b></p> <ul style="list-style-type: none"> <li>- look at more than two versions of the same event or story in history and identify differences;</li> <li>- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul> <p>observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p><b><u>Chronological Understanding</u></b></p> <p>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b></p> <p>find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied;</p> <p><b><u>Presenting, Organising and Communicating</u></b></p> <p>use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</p> <p>present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied periods.</p>	<p><b><u>Historical Interpretations and Investigations</u></b></p> <p>use a range of sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.</p> <p><b><u>Chronological Understanding</u></b></p> <p>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b></p> <p>note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p><b><u>Presenting, Organising and Communicating</u></b></p> <p>present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period.</p>	<p><b><u>Historical Interpretations and Investigations</u></b></p> <p>use a range of sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.</p> <p><b><u>Chronological Understanding</u></b></p> <p>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b></p> <p>find out about the everyday lives of people in time studied compared with our life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p><b><u>Presenting, Organising and Communicating</u></b></p> <p>use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; start to present ideas based on their own research about a studied period.</p>

Autumn 1 History	Spring 1 History	Summer 1 History
<p><b><u>The Tudors</u></b></p> <p>In this unit, children will begin by placing the Tudor time period in in history, developing their sense of chronology. They will explore significant Tudor monarchs and will reflect upon the impact they had throughout history. Children will explore aspects of Tudor life including what daily life would have been like for the rich and poor. They will explore the reliability of different sources and will understand that some sources may be biased. They will investigate what we know about Elizabeth 1 but will question the reliability of her portraits and the reasons behind this.</p>	<p><b><u>The Stuarts</u></b></p> <p>In this unit, children will develop their understanding of the monarchy and will study key historical figures in more depth. After exploring the Tudors, children will have some prior knowledge about Elizabeth 1.They will find out what happened when she died without leaving an heir to the throne. Children will find out about James 1 and key historical events such as the gunpowder plot. They will finish the topic by researching how Charles 1's disastrous reign led to Civil War.</p>	<p><b><u>Ancient Egypt</u></b></p> <p>In this unit, children will begin by placing this time period in history and will begin to understand that this was a vast period of history. Children will make links with previously explored time periods. Children will use a range of sources to find out about daily life, society and religion. They will focus on the importance of the river Nile for the Egyptian people and how it is still significant today. Children will explore the process of mummification and the afterlife. They will research the significance of the pyramids and will try to find out why they became a less popular choice for Egyptian people to bury their dead.</p>

	The Anglo Saxons – Autumn I	Crime and punishment – Spring I	Ancient Greece – Summer I
Year 5	<p><b><u>Historical Interpretations and Investigations</u></b> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p><b><u>Chronological Understanding</u></b> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history;</p> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p><b><u>Presenting, Organising and Communicating</u></b> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; plan and present a self-directed project or research about the studied periods</p>	<p><b><u>Historical Interpretations and Investigations</u></b> consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p><b><u>Chronological Understanding</u></b> sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p><b><u>Presenting, Organising and Communicating</u></b> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; plan and present a self-directed project or research about the studied period.</p>	<p><b><u>Historical Interpretations and Investigations</u></b> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p><b><u>Chronological Understanding</u></b> accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history;</p> <p><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b> use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p><b><u>Presenting, Organising and Communicating</u></b> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period.</p>

Autumn I History	Spring I History	Summer I History
<p><b><u>The Anglo Saxons and Vikings</u></b> In this unit, children will begin by exploring where Anglo Saxon and Viking invaders came from. They will focus on how they invaded and the reasons behind this. Children will use maps to label Saxon settlements and will research what life would have been like in a Saxon town. Children will research Viking invasions. They will research how they fought for territory and power and how their fighting ultimately led to the kingdom of England we know today. Children will explore how English Monarchs tried to deal with the Viking invasion and will research the tactics used by Alfred the great. Children will also explore aspects of Viking life including village life and religion.</p>	<p><b><u>Crime and punishment</u></b> In this unit, children will begin by exploring the justice system used in Saxon times. They will make comparisons with our justice systems today reflecting upon the importance of democracy. Children will then explore how punishments continued to change throughout history. They explore a key development in history, the introduction of prisons in the 19<sup>th</sup> century and will begin to explore the effect they have on the crime rate.</p>	<p><b><u>Ancient Greece</u></b> In this unit, children will begin by placing this time period in history making comparisons with time periods already explored. Children will explore who the Ancient Greek people were, when they lived and where and how they were able to establish their empire. They will learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today. Children also compare and contrast the modern day Olympics with the Ancient Greek events. Children will find out about Ancient Greek religion and will research information about a variety of Greek gods</p>

Year 6	<p>The ancient Mayans - Autumn 1</p> <p><b>Historical Interpretations and Investigations</b> find and analyse a wide range of evidence about the past; begin to evaluate the usefulness of different sources</p> <p><b>Chronological Understanding</b> understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past</b> examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p><b>Presenting, Organising and Communicating</b> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries,</p>	<p>World war 2 - Spring 1</p> <p><b>Historical Interpretations and Investigations</b> consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources,</p> <p><b>Chronological Understanding</b> accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history;</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past</b> identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people;</p>	<p>Industries in Birmingham and the World – Summer 1</p> <p><b>Historical Interpretations and Investigations</b> consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p><b>Chronological Understanding</b> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history;</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past</b> examine causes and results of great events and the impact these had on people</p> <p><b>Presenting, Organising and Communicating</b> present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports</p>

Autumn 1 History	Spring 1 History	Summer 1 History
<p><u>The Ancient Mayans</u></p> <p>In this unit, Children will learn who the ancient Maya people were and where and when they lived. They will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. The children will also learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems. They will learn about the Maya writing system too and practise writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people.</p>	<p><u>World war 2</u></p> <p>In this unit, children will explore why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia.</p>	<p><u>Industries in Birmingham and the World</u></p> <p>In this unit, children will begin by exploring why the Industrial Revolution was important to Britain. They will explore the impact that canals had on trade and transport in Britain and how this links in with our own local area. Children will understand how Birmingham has evolved from a small Anglo Saxon hamlet, and has experienced rapid growth in the last 200 years. Over time, our city has evolved into the centre of the UK's manufacturing and car industries. Children will explore other significant industries such as, Cadbury world, the jewellery quarter and key sporting industries such as Aston villa FC. Children will explore why we as a city trade and import/export goods.</p>