



An Daras
Multi Academy Trust



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St Stephens Community Academy

Scheme of Learning – Time and Place (History)

Integrated Curriculum Scheme of Learning – 2015	
Domain of Learning:	Time and Place
National Curriculum Subjects:	History
Domain Leader:	Miss Carew
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14 Dimensions Skill Ladders 14 SSCA History Policy 15 SSCA History Curriculum Statement 15 SSCA Geography Scheme of Learning 15

**Curriculum
Statement**

At St Stephens Community Academy, we believe that History should form an important part of the curriculum. We believe the study of history encourages the children not only to enjoy learning about the past, but it enables them to have a better understanding of the society in which they live. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught individually as well as incorporated within other curriculum subjects as part of our cross- curricular learning approach. History is also an important area for children to develop their key skills in English.

Below you will find an overview of what your child will be expected to learn in each of the Key Stages.

In Key Stage 1: significant individuals, changes within living memory, events beyond living memory, significant historical events

In Key Stage 2: Ancient Egypt, Stone age to iron age (local study), Ancient Greece, Romans and the impact on Britain, Anglo Saxons, Scots and Vikings, Non-European Society – Mayan AD, A study of aspect or theme in British History World War 2 (Local Study) A study of aspect or theme in British History Britain beyond 1945 (local Study)

Progression in History will be assessed through work completed in pupils' books, for displays, written work, photographic and media evidence. Ability and attitude in History is recorded on the child's annual report to parents, and discussed at parent/teacher meetings throughout the year.

Key Skills in the Scheme of Learning below relate to the "Dimensions Skills Ladder Progression Framework 2014". Key historical skills are delivered through **three global learning skill** strands;

- **Investigation**
- **Observation**
- **Application**

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1 - Unit Title	Reduce, Reuse and Recycle	Celebrations	Near and Far	Gardeners World	Myself and Other Animals	Up, Up and Away!
A. Nat Curriculum 14		PP 188-189			PP 188-189	PP 188-189
B. ADMAT Aims Link		<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 			<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.
C. SSCA Aims Link		2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d			2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d	2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d
D. Scheme Reference		N/A			N/A	N/A
E. Learning Objectives National Curriculum		Learning Objectives National Curriculum			Learning Objectives National Curriculum	Learning Objectives National Curriculum
F. Key Understanding		<p>2) I can recall events beyond living memory that are significant nationally or globally</p> <p>3a) I know about the lives of a significant individual in the past who has contributed to international and national achievements</p> <p>3b) I can use the life of a significant individual to</p>			<p>4) I know about significant historical events and people and places in my own locality</p> <ul style="list-style-type: none"> I know about changes within my living memory I know where the people and events that I study fit within a chorological 	<p>2) I can recall events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> I know where the people and events that I study fit within a chorological framework I ask and answer questions, choosing

		<p>compare aspects of life between then and now</p> <ul style="list-style-type: none"> • I know where the people and events that I study fit within a chorological framework • I can develop an awareness of the past, using common words and phrases relating to the passing of time • I can identify ways of life in different periods • I can use a wide vocabulary of everyday historical terms • I can ask and answer questions using sources to show what they know and understand key features of events • I know some of the ways in which we find out about the past and identify different ways it is represented 			<p>framework</p> <ul style="list-style-type: none"> • I ask and answer questions, choosing and using parts of stories to show understanding of key events • I can develop an awareness of the past, using common words and phrases relating to the passing of time • I can identify ways of life in different periods • I can use a wide vocabulary of everyday historical terms • I can ask and answer questions using sources to show what they know and understand key features of events • I know some of the ways in which we find out about the past and identify different ways it is represented 	<p>and using parts of stories to show understanding of key events</p> <ul style="list-style-type: none"> • I can develop an awareness of the past, using common words and phrases relating to the passing of time • I can identify ways of life in different periods • I can use a wide vocabulary of everyday historical terms • I can ask and answer questions using sources to show what they know and understand key features of events • I know some of the ways in which we find out about the past and identify different ways it is represented
<p>G. Key Skills</p> <ul style="list-style-type: none"> • Investigation • Observation • Application 		<ul style="list-style-type: none"> • Investigation Hi1 Use different sources of information to find out about the past Hi2 Find out about the lives of significant people and events from the past and present • Observation Hi3 Using episodes from stories about the past, identify the difference between past and present • Application 			<ul style="list-style-type: none"> • Observation Hi3 Using episodes from stories about the past, identify the difference between past and present • Application Hi6 Make a personal link to the past by exploring artefacts and images 	<ul style="list-style-type: none"> • Investigation Hi1 Use different sources of information to find out about the past • Observation Hi3 Using episodes from stories about the past, identify the difference between past and present • Application Hi4 Place events in chronological order Hi5 Use common words and phrases related to the

		Hi4 Place events in chronological order Hi5 Use common words and phrases related to the passing of time				passing of time Hi6 Make a personal link to the past by exploring artefacts and images
H. Cross Curricular Links (Core non-negotiable standards)		Use of ICT – looking at and presenting information Literacy – presenting and gathering information Maths – plotting events in chronological order – dates and times Geography – looking at locations			Use of ICT – information gathering and presentation Literacy - information gathering and presentation Maths - plotting events in chronological order – dates and times Geography – locational knowledge of events Science – exploring and investigating artefacts and presenting findings	Use of ICT – information gathering and presentation Literacy - information gathering and presentation Maths - plotting events in chronological order – dates and times Science- investigation
I. Assessment Pathway Assessment Evidence will be:		Observations Photos Written Evidence Maps/ Concept Maps Media Recordings			Observations Photos Written Evidence Maps/ Concept Maps Media Recordings	Observations Photos Written Evidence Maps/ Concept Maps Media Recordings

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
2 - Unit Title	Can we Fix it?	Fire! Fire!	Fantasy Island/ Land Ahoy/ Shiver me Timbers!	Green Fingers	Carnival of Animals	Journeys/ All Aboard!
A. Nat Curriculum 14		PP 188-189		PP 188-189		PP 188-189
B. ADMAT Aims Link		<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 		<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 		<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.
C. SSCA Aims Link		2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d		2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d		2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d
D. Scheme Reference		N/A		N/A		N/A
E. Learning Objectives National Curriculum		Learning Objectives National Curriculum		Learning Objectives National Curriculum		Learning Objectives National Curriculum
F. Key Understanding		<ul style="list-style-type: none"> I can show an aware off the past, using common words and phrases relating to the passing of time I understand where the events that I study fit within a chronological framework and can identify similarities and 		<ul style="list-style-type: none"> I can develop an awareness of the past, using common words and phrases I know where people and events fit within a chronological framework I can ask and answer questions using 		<ul style="list-style-type: none"> I can develop an awareness of time using common words and phrases relating to the passing of time I can identify similarities and differences between ways of life in different periods

		<p>differences between ways of life at different times</p> <ul style="list-style-type: none"> • I can use a wide vocabulary of everyday historical terms • I can ask and answer questions using sources to show that I know and understand key features of events • I can understand some of the ways in which we find out key features • I can learn about events beyond living memory that are significantly globally 		<p>sources to show that I know and understand key features of events</p> <ul style="list-style-type: none"> • I know about the lives of significant individuals who have contributed to national and international achievements 		<ul style="list-style-type: none"> • I can ask and answer questions about the past • I understand some of the ways in which I find out about the past • I can identify ways in which the past is represented
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G. Key Skills <ul style="list-style-type: none"> Investigation Observation Application 		<ul style="list-style-type: none"> Investigation Hi7 Ask and answer questions about the past Hi8 Explore places and investigate artefacts 		<ul style="list-style-type: none"> Application Hi13 Place events and objects in chronological order Hi14 Use a wide vocabulary of everyday historical terms 		<ul style="list-style-type: none"> Observation Hi9 Recognise why people did things and why events happened Hi10 Identify differences between past and present and show how ways of life at different times were different to their own Hi11 Identify different ways in which the past is represented Hi12 Observe and handle a range of sources of information to find out about the past
H. Cross Curricular Links (Core non-negotiable standards)		Use of ICT – information gathering and presentation Literacy - information gathering and presentation Maths - plotting events in chronological order – dates and times DT – looking at how things were made and work. Science – investigation into events and how things happen – fire		Use of ICT – information gathering and presentation Literacy - information gathering and presentation Maths - plotting events in chronological order – dates and times Science – exploring plants and changes in growth. Recording and presenting information.		Use of ICT – information gathering and presentation Literacy - information gathering and presentation Maths - plotting events in chronological order – dates and times
I. Assessment Pathway		Observations Photos Written Evidence Maps/ Concept Maps Media Recordings		Observations Photos Written Evidence Maps/ Concept Maps Media Recordings		Observations Photos Written Evidence Maps/ Concept Maps Media Recordings

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3 – Unit Title	Todo sobre España!		Fire to Forts		Egyptian Beliefs and Rituals	
A. Nat Curriculum 14			Pp188-192		Pp188-192	
B. ADMAT Aims Link			<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 		<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 	
C. SSCA Aims Link			2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d		2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d	
D. Scheme Reference			N/A		N/A	
E. Learning Objectives National Curriculum			Learning Objectives National Curriculum		Learning Objectives National Curriculum	
F. Key Understanding			<ul style="list-style-type: none"> I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in 		<ul style="list-style-type: none"> I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in 	

			<p>different periods of World, British and local history</p> <ul style="list-style-type: none"> • I can note connections, contrasts and trends over time • I can develop the appropriate use of historical terms • I can ask and answer historically valid questions about change, cause, similarity, difference and significance. • I can construct informed responses that involve thoughtful selection and organisation of relevant historical information • I understand how our knowledge of the past is constructed from a range of sources. 		<p>different periods of British history</p> <ul style="list-style-type: none"> • I can note connections, contrasts and trends over time • I can develop the appropriate use of historical terms • I can ask and answer historically valid questions about change, cause, similarity, difference and significance. • I can construct informed responses that involve thoughtful selection and organisation of relevant historical information • I understand how our knowledge of the past is constructed from a range of sources. 	
<p>G. Key Skills</p> <ul style="list-style-type: none"> • Investigation • Observation • Application 			<ul style="list-style-type: none"> • Observation Hi17 Identify different ways in which the past is represented Hi18 Recognise similarities and differences between people's lives during different periods of time • Application Hi19 Use dates and vocabulary relating to the passing of time and sequence events Hi20 Sequence several events or artefacts 		<ul style="list-style-type: none"> • Investigation Hi15 Develop their understanding that the past can be divided into different periods of time Hi16 Explore the different ways we can find out about the past and how to understand the evidence • Application Hi21 Begin to give reasons for and results of the main events and changes Hi22 Use sources of information including ICT to find out about events, people and changes 	

H. Cross Curricular Links (Core non-negotiable standards)			Use of ICT – information gathering and presentation Literacy - information gathering and presentation Maths - plotting events in chronological order – dates and times		Use of ICT – information gathering and presentation Literacy - information gathering and presentation Maths - plotting events in chronological order – dates and times	
I. Assessment Pathway			Observations Photos Written Evidence Maps/ Concept Maps Media Recordings		Observations Photos Written Evidence Maps/ Concept Maps Media Recordings	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4 – Unit Title	It's all Greek	Water, Water Everywhere	Carbon Footprint	Eco Warriors	Who were the Romans?	
A. Nat Curriculum 14	Pp188-192				Pp188-192	
B. Academy Aims Link	<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 				<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 	
C. SSCA Aims Link	2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d				2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d	
D. Scheme Reference	N/A				N/A	
E. Learning Objectives National Curriculum	Learning Objectives National Curriculum				Learning Objectives National Curriculum	
F. Key Understanding	<ul style="list-style-type: none"> I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in 				<ul style="list-style-type: none"> I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in 	

	<p>different periods of world history</p> <ul style="list-style-type: none"> I can note connections, contrasts and trends over time I can develop the appropriate use of historical terms I can ask and answer historically valid questions about change, cause, similarity, difference and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I understand how our knowledge of the past is constructed from a range of sources. 				<p>different periods of world, British and local history</p> <ul style="list-style-type: none"> I can note connections, contrasts and trends over time I can develop the appropriate use of historical terms I can ask and answer historically valid questions about change, cause, similarity, difference and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I understand how our knowledge of the past is constructed from a range of sources. 	
<p>G. Key Skills</p> <ul style="list-style-type: none"> Investigation Observation Application 	<ul style="list-style-type: none"> Investigation Hi23 Ask and answer a variety of perceptive historical questions Observation Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved Application Hi28 Place events, people and changes into correct periods of time on a timeline Hi30 Use and evaluate sources of information, 				<ul style="list-style-type: none"> Investigation Hi24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK Observation Hi25 Identify the impact of the movement and settlement of people in different periods of British history Hi26 Identify how significant events, developments or individuals and groups 	

	recognising that evidence varies in the extent to which it can be trusted Hi31 Communicate knowledge and understanding in a variety of ways				have influenced their locality, the UK and beyond in the recent and distant past • Application Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC	
H. Cross Curricular Links (Core non-negotiable standards)	Literacy – looking at information and presenting information in various ways IT/E Safety – exploring information and fact finding Geography – locational knowledge – where is Greece DT – looking at the way things work and how things are built				Literacy – information gathering and presentation Maths – looking at dates and times – roman numerals etc. IT/E Safety – investigating and presenting information Geography – locational knowledge	
I. Assessment Pathway	Observations Photos Written Evidence Maps/ Concept Maps Media Recordings				Observations Photos Written Evidence Maps/ Concept Maps Media Recordings	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5 – Unit Title	Invaders		Where does Chocolate come from?		Who were the Mayans?	
A. Nat Curriculum 14	Pp188-192				Pp188-192	
B. ADMAT Aims Link	<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 				<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 	
C. SSCA Aims Link	2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d				2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d	
D. Scheme Reference	N/A				N/A	
E. Learning Objectives National Curriculum	Learning Objectives National Curriculum				Learning Objectives National Curriculum	
F. Key Understanding	<ul style="list-style-type: none"> I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in 				<ul style="list-style-type: none"> I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in 	

	<p>different periods of British history</p> <ul style="list-style-type: none"> I can note connections, contrasts and trends over time I can develop the appropriate use of historical terms I can ask and answer historically valid questions about change, cause, similarity, difference and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I understand how our knowledge of the past is constructed from a range of sources. 				<p>different periods of World history</p> <ul style="list-style-type: none"> I can note connections, contrasts and trends over time I can develop the appropriate use of historical terms I can ask and answer historically valid questions about change, cause, similarity, difference and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I understand how our knowledge of the past is constructed from a range of sources. 	
<p>G. Key Skills</p> <ul style="list-style-type: none"> Investigation Observation Application 	<ul style="list-style-type: none"> Investigation Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers Observation Hi35 Identify and describe reasons for and results of historical events, situations and changes Hi37 Identify and describe the effects of some economic, technological and scientific developments Application Hi40 Interpret historical 				<ul style="list-style-type: none"> Investigation Hi32 Investigate the characteristic features of, and changes within, periods of history Hi34 Investigate events in the past using primary and secondary sources Observation Hi36 Recognise primary and secondary sources Hi38 Place events, people and changes into correct periods of time Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, 	

	evidence Hi41 Select and organise relevant historical information, making appropriate use of dates and terms				AD, century and decade	
H. Cross Curricular Links (Core non-negotiable standards)	Literacy – exploring, investigating and presenting information IT/E Safety – presenting and gathering information Geography – locational knowledge DT – looking at how things work and inventions				Literacy – exploring, investigating and presenting information IT/E Safety – presenting and gathering information Maths – dates and times looking at chronology	
I. Assessment Pathway	Observations Photos Written Evidence Maps/ Concept Maps Media Recordings				Observations Photos Written Evidence Maps/ Concept Maps Media Recordings	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6 – Unit Title	The World at War		Post War Britain		Earth Matters	
A. Nat Curriculum 14	Pp188-192		Pp188-192			
B. ADMAT Aims Link	<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 		<ul style="list-style-type: none"> Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. 			
C. SSCA Aims Link	2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d		2b, 2c,2d, 2e, 2f, 2g, 3a,3b, 3f, 4a, 4b, 4c, 4e, 5b, 5c,5d			
D. Scheme Reference	N/A		N/A			
E. Learning Objectives National Curriculum	Learning Objectives National Curriculum		Learning Objectives National Curriculum			
F. Key Understanding	<ul style="list-style-type: none"> I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in different periods of 		<ul style="list-style-type: none"> I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in different periods of 			

	<p>British, World and Local History</p> <ul style="list-style-type: none"> I can note connections, contrasts and trends over time I can develop the appropriate use of historical terms I can ask and answer historically valid questions about change, cause, similarity, difference and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I understand how our knowledge of the past is constructed from a range of sources. 		<p>Local history</p> <ul style="list-style-type: none"> I can note connections, contrasts and trends over time I can develop the appropriate use of historical terms I can ask and answer historically valid questions about change, cause, similarity, difference and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I understand how our knowledge of the past is constructed from a range of sources. 			
<p>G. Key Skills</p> <ul style="list-style-type: none"> Investigation Observation Application 	<ul style="list-style-type: none"> Observation <p>Hi43 Recognise social, cultural, religious and ethnic diversity of societies</p> <p>Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this</p> <p>Hi45 Recognise and understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they</p>		<ul style="list-style-type: none"> Investigation <p>Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers</p> <ul style="list-style-type: none"> Application <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p>Hi47 Suggest possible omissions and the means of finding out</p> <p>Hi48 Select and combine information from different</p>			

	have already studied		sources Hi49 Recall, select, organise and communicate historical information in a variety of ways			
H. Cross Curricular Links (Core non-negotiable standards)	Literacy – presenting information and gathering information Maths – looking at dates and times. Exploring money and presenting information in graphs and charts Geography – locational knowledge and world knowledge IT/E Safety – investigating and presenting information		Literacy – presenting information and gathering information Maths – looking at dates and times. Exploring money and presenting information in graphs and charts Geography – locational knowledge and world knowledge IT/E Safety – investigating and presenting information			
I. Assessment Pathway	Observations Photos Written Evidence Maps/ Concept Maps Media Recordings		Observations Photos Written Evidence Maps/ Concept Maps Media Recordings			