



Year N	Year R	Year 1	Year 2
<p><b>Understanding the world</b> <b>Past and present</b></p> <p>ELG 3 and 4-year-olds</p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Now</li> <li>Then</li> </ul>	<p><b>Understanding the world</b> <b>Past and present</b></p> <p>ELG</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Now</li> <li>Then</li> <li>Old</li> <li>New</li> </ul>	<p><b>Question:</b> Are Grandpa's toys better to play with than mine?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that the toys their grandparents played with were different to their own.</li> <li>Organise a number of artefacts by age.</li> </ul> <p><b>NC Knowledge :</b> Changes within Living memory</p> <p><b>NC skills:</b> To use words and phrases like: 'old', 'new' and 'a long time ago'.</p> <p>To ask and answer questions about old and new objects.</p> <p>To use words and phrases like: 'very old', 'when mummy and daddy were little'.</p> <p>To identify objects from the past, such as vinyl records.</p> <p>To explain differences between past and present in their life and that of other children from a different time in history.</p> <p>To put up to three objects in chronological order (recent history).</p> <p>To use the words 'before' and 'after' correctly.</p> <p>To spot old and new objects in a picture.</p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Old</li> </ul>	<p><b>Question:</b> What was it like when the Queen came to the throne in 1953?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know about a famous person from the UK.</li> <li>Know about an event that happened long ago, even before their grandparents were born.</li> <li>Know what we use today instead of a number of older given artefacts.</li> <li>Know how the local area is different to the way it used to be a long time ago.</li> </ul> <p><b>NC Knowledge</b> The lives of significant individuals in the past.</p> <p><b>NC skills:</b> To use words and phrases like: before I was born, when I was younger. To use the words past and present accurately. To explain how their local area was different in the past. To recount some interesting facts from a historical event, such as where the fire of London started. To give some examples of things that are different in their life from that of their grandparents when they were young. To explain why Britain has a special history by naming some famous events and some famous people. To explain what is meant by a parliament. To research about a famous event that happens in Britain and why it has been happening for some time.</p>

		<ul style="list-style-type: none"> <li>• New</li> <li>• A long time ago</li> <li>• When I was little</li> <li>• Very old</li> <li>• When Mummy and Daddy were little</li> <li>• Before</li> <li>• After</li> <li>• Past</li> <li>• Now</li> </ul>	<p><b>Challenge:</b></p> <p>To sequence events about the life of a famous person.</p> <p>To try to work out how long ago an event happened.</p> <p>To give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times.</p> <p>To explain what is meant by a democracy and why it is a good thing.</p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Before I was born</li> <li>• When I was younger</li> <li>• Past</li> <li>• Present</li> <li>• Now and then</li> <li>• Long ago in history</li> </ul>
		<p><b>Question:</b> Where do the wheels on the bus go?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know what a number of older objects were used for.</li> <li>• Know the main difference between vehicles today and those of the past.</li> <li>• To organise a number of artefacts by age.</li> </ul> <p><b>NC Knowledge:</b> Events beyond living memory</p> <p><b>NC skills:</b> To ask and answer questions about old and new objects.</p> <p>To spot old and new things in a picture.</p> <p>To answer questions using an artefact/ photograph provided.</p>	<p><b>Question:</b> Why did the Titanic sink?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know how the local area is different to the way it used to be a long time ago.</li> <li>• Differentiate between things that were here 100 years ago and things that were not (including, building, toys, tools etc)</li> </ul> <p><b>NC Knowledge</b> Significant historical events, people and places in their own locality</p> <p><b>NC skills:</b> To use words and phrases like: before, after, past, present, then and now in their historical learning. To use the words past and present accurately. To use a range of appropriate words and phrases to describe the past. To recount the life of someone famous from Britain who lived in the past giving attention</p>

		<p>To give a plausible explanation about what an object was used for in the past.</p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Old</li> <li>• New</li> <li>• A long time ago</li> <li>• When I was little</li> <li>• Very old</li> <li>• When Mummy and Daddy were little</li> </ul>	<p>to what they did earlier and what they did later.</p> <p>To recount some interesting facts from a historical event, such as where the fire of London started.</p> <p>To explain why Britain has a special history by naming some famous events and some famous people.</p> <p>To research the life of someone who used to live in the area using the internet and other sources to find out about them.</p> <p>Challenge:</p> <p>To try to work out how long ago an event happened.</p> <p>To explain why someone in the past acted in the way they did.</p> <p>To explain why their locality (as wide as it needs to be) is associated with a special historical event.</p> <p>To explain why eye-witness accounts may vary.</p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Before</li> <li>• After</li> <li>• Past</li> <li>• Present</li> <li>• Then</li> <li>• Now</li> <li>• Parents and Grandparents</li> </ul>
		<p><b>Question:</b> What were the people like who lived in the past?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know what a number of older objects were used for.</li> <li>• To know the main differences between their school days and that of their grandparents.</li> <li>• Name a famous person from the past and explain why they are famous.</li> <li>• Organise a number of artefacts by age.</li> </ul> <p><b>NC Knowledge</b></p>	<p><b>Question:</b> How have inventions changed the world?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know about a famous person from outside the UK and explain why they are famous.</li> </ul> <p><b>NC Knowledge</b></p> <p>The lives of significant individuals in the past.</p> <p><b>NC skills:</b></p> <p>To sequence a set of events in chronological order and give reasons for their order.</p>

		<p>Events beyond living memory</p> <p><b>NC skills:</b></p> <p>To use the words before and after correctly.</p> <p>To ask and answer questions about old and new objects.</p> <p>To spot old and new things in a picture.</p> <p>To answer questions using an artefact or photograph.</p> <p>To know that some objects belonged to the past.</p> <p>To put 3 objects in chronological order.</p> <p>To use words like a long time ago, old and new.</p> <p>To give a plausible explanation about what an object was used for in the past.</p> <p>To appreciate that some famous people have helped our lives be better today.</p> <p>To begin to identify the main differences between old and new objects.</p> <p>To understand that we have a king who rules us and that Britain has had a king or queen for many years.</p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Old</li> <li>• New</li> <li>• A long time ago</li> <li>• Very old</li> </ul>	<p>To recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>To find out something about the past by talking to an older person.</p> <p>To answer questions using a specific source, such as an information book.</p> <p>To research the life of a famous Briton from the past using different resources to help them.</p> <p>Challenge:</p> <p>To sequence a set of objects in chronological order and give reasons for their order.</p> <p>To sequence events about their own life.</p> <p>To sequence events about the life of a famous person.</p> <p>To say at least two ways they can find out about the past, for example using books and the internet.</p> <p><b>Key Vocabulary:</b></p> <p><b>Key Vocab</b></p> <ul style="list-style-type: none"> <li>• Before</li> <li>• After</li> <li>• Past</li> <li>• Present</li> <li>• Then</li> <li>• Now</li> <li>• Use a range of appropriate words and phrases to describe the past</li> </ul>
--	--	--	--



Year 3	Year 4	Year 5	Year 6
<p><b>Question:</b> Who first lived in Britain?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the Stone Age and the Iron Age.</li> <li>Know the main differences between the stone, bronze and iron ages.</li> <li>Know what is meant by 'hunter-gatherers'.</li> </ul> <p><b>NC Knowledge:</b> Changes in Britain from the Stone Age to the Iron Age.</p> <p><b>NC skills:</b></p> <ul style="list-style-type: none"> <li>To describe events and periods using the words: BC, AD and decade.</li> <li>To describe events from the past using dates when things happened.</li> <li>To use a timeline within a specific time in history to set out the order things may have happened.</li> <li>To use their mathematical knowledge to work out how long ago events would have happened.</li> <li>To suggest why certain events happened as they did in history.</li> <li>To use various sources of evidence to answer questions.</li> <li>To appreciate that the Early Britons would not have eaten as we do.</li> <li>To begin to picture what life would have been like for the early settlers.</li> <li>To use their 'information finding' skills in writing to help them write about historical information.</li> </ul>	<p><b>Question:</b> Who were the ancient Greek and what have we learnt from them?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know some of the main characteristics of the Athenians and the Spartans</li> <li>Know about the influence the Gods had on Ancient Greece</li> <li>Know at least five sports competed in the Ancient Greek Olympics.</li> </ul> <p><b>NC Knowledge</b> A study of Greek life and achievements and their influences on the western world.</p> <p><b>NC skills:</b></p> <ul style="list-style-type: none"> <li>To know and sequence key events of time studied.</li> <li>To use relevant terms and periods labels.</li> <li>To select relevant sections of information.</li> <li>To use appropriate terms, matching dates to people and events.</li> <li>To use mathematical skills to work out exact time scales. (i.e. the length of the Greek Empire)</li> <li>To describe historical events from the different periods they are studying.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Aristocrat</li> <li>Citizen</li> <li>Column</li> <li>Democracy</li> <li>Olympics</li> <li>Marathon</li> </ul>	<p><b>Question:</b> Were the Vikings always victorious and vicious?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know where the Vikings originated from and show this on a map.</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict.</li> <li>Know Why the Vikings frequently won battles with the Anglo-Saxons.</li> </ul> <p><b>NC Knowledge</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><b>NC skills:</b></p> <ul style="list-style-type: none"> <li>To say where a period of history fits on a timeline.</li> <li>To place a specific event on a timeline by decade.</li> <li>To summarise the main events from a specific period in history, explaining the order in which key events happened.</li> <li>To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</li> <li>To describe features of historical events and people from past societies and periods they have studied.</li> <li>To recognise and describe differences and similarities/ changes and continuity between different periods of history.</li> <li>To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li> </ul>	<p><b>Question:</b> How did Josiah Wedgwood help to shape the future of Stoke-on-Trent?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know who Josiah Wedgwood was and why he was famous.</li> <li>Know why 'The Grand tour' had such an impact on J. Wedgwood.</li> <li>Know what impact J. Wedgwood's vision had on Stoke-on-Trent.</li> <li>Know how WW2 affected J. Wedgwood's factory and dream.</li> </ul> <p><b>NC Knowledge</b> A study over time tracing how several aspects of national history are reflected in the locality.</p> <p><b>NC skills:</b></p> <ul style="list-style-type: none"> <li>To place a specific event on a timeline by decade.</li> <li>To recognise and describe differences and similarities/ changes and continuity between different periods of history.</li> <li>To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Utopia</li> <li>Thrower</li> <li>Crockery</li> <li>Earthenware</li> <li>Grand Tour</li> </ul>

<ul style="list-style-type: none"> <li>To use research to identify similarities and differences between given periods in history.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>BC</li> <li>AD</li> <li>Beaker</li> <li>Bronze</li> <li>Celt</li> <li>Decade</li> <li>Domesticated</li> <li>Druid</li> <li>Hunter gatherer</li> <li>Nomad</li> <li>Pelt</li> <li>Roundhouse</li> <li>Tribe</li> <li>Spears</li> <li>Slingshot</li> <li>Bows and arrows</li> <li>Cave</li> <li>Foraging</li> <li>Sickle</li> <li>Early Britons</li> </ul>	<ul style="list-style-type: none"> <li>Mythology</li> <li>Terraced</li> <li>Tragedy</li> </ul>	<ul style="list-style-type: none"> <li>To appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</li> <li>To suggest relationships between causes in history.</li> <li>To suggest why there may be different interpretations of events.</li> <li>To suggest why certain events, people and changes might be seen as more significant than others.</li> <li>To pose and answer their own historical questions.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Chainmail</li> <li>Chieftain</li> <li>Farmer-warrior</li> <li>Feast</li> <li>Longboat</li> <li>Pagan</li> <li>Raid</li> <li>Runes</li> <li>Trade</li> </ul>	
<p><b>Question:</b> Who's the mummy?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know about key features of Ancient Egypt.</li> <li>Know about life during that time Jobs, clothes, housing, writing.</li> <li>Know about at least one famous ruler.</li> </ul> <p><b>NC Knowledge:</b> The achievements of the earliest civilizations</p> <p><b>NC skills:</b></p> <ul style="list-style-type: none"> <li>To use specific search engines on the Internet to help them find information more rapidly.</li> <li>To recognise the part that archaeologists have had in helping</li> </ul>	<p><b>Question:</b> Why were the Romans so powerful?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how Britain changed from the Iron Age to the end of the Roman occupation.</li> <li>Know how the Roman occupation of Britain helped to advance British society.</li> <li>Know how there was resistance to the Roman occupation and know about Boudica.</li> <li>Know about at least one famous Roman emperor.</li> </ul> <p><b>NC Knowledge:</b> The Roman Empire and its impact on Britain.</p> <p><b>NC skills:</b></p>	<p><b>Question:</b> Why were the Norman castles certainly not bouncy?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how the lives of wealthy people were different from the lives of poorer people.</li> <li>Know why and how buildings have been influenced by the Normans.</li> <li>Know the significance of the Domesday Book.</li> <li>Know the importance of the ruler at this time.</li> </ul> <p><b>NC Knowledge</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>NC skills:</b></p>	<p><b>Question:</b> How did Great Britain succeed against adversity during World War 1 &amp; 2?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how Britain has had a major influence on the world.</li> <li>Know how to place features of historical events and people from the past societies in a chronological framework.</li> </ul> <p><b>NC Knowledge</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>NC skills:</b></p> <ul style="list-style-type: none"> <li>To say where a period of history fits on a timeline.</li> </ul>

<p>us understand more about what happened in the past.</p> <ul style="list-style-type: none"> <li>To describe events and periods using the words: ancient and century.</li> <li>To use various sources to piece together information about a period in history.</li> <li>To use various sources of evidence to answer questions.</li> <li>To suggest why certain events happened as they did in history.</li> <li>To suggest why certain people acted as they did in history.</li> <li>To research a specific event from the past.</li> <li>To use their 'information finding' skills in writing to help them write about historical information.</li> <li>To begin to use more than one source of information to bring together a conclusion about an historical event.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>ancient</li> <li>century</li> <li>After life</li> <li>Hieroglyphics</li> <li>Mummification</li> <li>Pharaoh</li> <li>Pyramid</li> <li>Rosetta Stone</li> <li>Sphinx</li> <li>Scribe</li> <li>Tomb</li> <li>Canopie jars</li> </ul>	<ul style="list-style-type: none"> <li>To plot recent history on a timeline using centuries.</li> <li>To place periods of history on a timeline showing periods of time.</li> <li>To give more than one reason to support an historical argument.</li> <li>To appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</li> <li>To know that people who lived in the past cooked and travelled differently and used different weapons.</li> <li>To recognise that people's way of life in the past was dictated by the work they did.</li> <li>To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Amphitheatre</li> <li>Aqueduct</li> <li>Centurion</li> <li>Chariot</li> <li>Coliseum</li> <li>Emperor</li> <li>Empire</li> <li>Gladiator</li> <li>Mosaic</li> <li>Toga</li> </ul>	<ul style="list-style-type: none"> <li>To use dates and historical language in their work.</li> <li>To describe historical events from the different period/s they are studying/have studied.</li> <li>To appreciate that significant events in history have helped shape the country we have today.</li> <li>To make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</li> <li>To appreciate how historical artefacts have helped us understand more about British lives in the present and the past.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Bailey</li> <li>Census</li> <li>Conqueror</li> <li>Crown</li> <li>defeat</li> <li>Invasion</li> <li>Mound</li> <li>Motte</li> <li>Tax</li> <li>Victory</li> </ul>	<ul style="list-style-type: none"> <li>To place features of historical events and people from past societies and periods in a chronological framework.</li> <li>To summarise the main events from a specific period in history, explaining the order in which key events happened.</li> <li>To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</li> <li>To summarise how Britain has had a major influence on world history.</li> <li>To describe features of historical events and people from past societies and periods they have studied.</li> <li>To identify and explain their understanding of propaganda.</li> <li>To describe a key event from Britain's past using a range of evidence from different sources.</li> <li>To pose and answer their own historical questions.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Allied Powers</li> <li>Appeasement</li> <li>Concentration camps</li> <li>D-Day</li> <li>Eastern Front</li> <li>Holocaust</li> <li>Nazi</li> <li>Prejudice</li> <li>RAF</li> </ul>
<p><b>Question:</b> Who were the Mayans and what have we learnt from them?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know about, and name, some of the advanced societies that were in the world about 3,000 years ago.</li> <li>Know about the impact that the Mayan civilization had on the world.</li> </ul>	<p><b>Question:</b> Were the Anglo-Saxons really smashing?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how Britain changed between the end of the Roman occupation and 1066.</li> <li>Know about Anglo-Saxons attempted to bring about law and order in the country.</li> </ul>	<p><b>Question:</b> Who were the early lawmakers?</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know what impact the early Lawmakers had on society.</li> <li>Know the significance of the Magna Carter.</li> <li>Know what is Parliament and its connection to law.</li> </ul>	



## NC Knowledge

A study of a non-European society that provides contrasts with British history

### NC skills:

- To use dates and historical language in their work.
- To draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.
- To use their mathematical skills to work out exact time scales and differences as need be.
- To make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
- To describe historical events from the different period/s they are studying/have studied.

### Key Vocabulary:

- Ahau
- Cacao
- City - States
- Codex
- Dynasty
- Haab
- Jade
- Maize
- Peasant
- Sacrifice

- Know that during the Anglo-Saxon period Britain was divided into many kingdoms.
- Know that the way kingdoms were divided led to the creation of some of our county boundaries today.
- Know how the lives of wealthy people were different from the lives of the poorer people.
- Use a timeline to show when the Anglo-Saxons were in England.

## NC Knowledge

Britain's settlement by Anglo-Saxons and Scots

### NC skills:

- To plot recent history in a timeline.
- To use mathematical skills to round up time differences into centuries and decades.
- To know that people who lived in the past cooked and travelled differently and used different weapons.
- To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.
- To appreciate that wars have happened, and are often associated with invasion, conquering or religious differences.
- To research 2 different versions of an event, and say how they differ.
- To recognise that people's way of life in the past was dictated by the work they did.
- To appreciate that the food people ate was different, because of the availability of different sources of food.

### Key Vocabulary:

- Alfred the Great

## NC Knowledge

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### NC skills:

- To explain how events from the past have helped to shape our lives today.
- To communicate knowledge and understanding orally or in writing and offer points of view based on what they have found out.
- To describe events and periods using the words: BC, AD and decade.
- To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.
- To appreciate how historical artefacts like the Magna Carta have helped us understand more about British lives in the present and past.
- To recognise how lives in the past are different from ours.
- To appreciate that the wealthy people would have had a very different way of living which would have impacted on their education.
- To independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.

### Key Vocabulary:

- Blood Feuds
- Trial by Jury
- Local Community
- Hue and Cry
- Posse Comitatus
- Trial by Ordeal
- Forest Laws
- Murdrum Fine
- Trial by combat
- Tithing
- Corporal Punishment



	<ul style="list-style-type: none"> <li>Angles</li> <li>Illuminations</li> <li>Manuscript</li> <li>Monks</li> <li>Thatch</li> <li>Saxons</li> <li>Wattle and daub</li> <li>Weregeld</li> </ul>	<ul style="list-style-type: none"> <li>Capital Punishment</li> <li>Laws in French</li> </ul>	
--	---	--	--

### Key Stage 3 - History Programme of Study

	The national curriculum for history aims to ensure that all pupils:	Subject content in Key stage 3:	Statutory
<p><b>History programme of study Key stage 3</b></p>	<ul style="list-style-type: none"> <li>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> <li>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> <li>Understand the methods of historical enquiry, including how evidence is used rigorously to make</li> </ul>	<p>Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<ul style="list-style-type: none"> <li>The development of Church, state and society in Medieval Britain 1066-1509.</li> <li>The development of Church, state and society in Britain 1509-1745.</li> <li>Ideas, political power, industry and empire: Britain, 1745-1901.</li> <li>Challenges for Britain, Europe and the wider world 1901 to the present day. In addition to studying the Holocaust, this could include: a local history study.</li> <li>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.</li> <li>At least one study of a significant society or issue in world history and its interconnections with other world developments (for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century).</li> </ul>

	<p>historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <ul style="list-style-type: none"><li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li></ul>		
--	---	--	--