



End of Year Expectations	
<b>Nursery</b>	Children show an interest in the people around them and their roles. They enjoy exploring and talking about changes they see, such as growing. They can talk about things that have happened in the recent past, such as birthdays, and acknowledge significant events that happened more distantly in their memory, such as the birth of a sibling.
<b>Reception</b>	Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.
<b>Year 1</b>	Children remember and can talk about historical events and key individuals using the correct terminology and key words. They have a developing understanding of chronology and classify objects into old and new. They can identify similarities and differences between today and the past. They can ask questions and use simple sources and artefacts to find answers.
<b>Year 2</b>	Children remember and can talk about historical events and key individuals with confidence using the correct terminology and key words. They have an understanding of simple chronology and can use timelines. They can identify and describe similarities and differences between today and the past. They can ask questions and use sources and artefacts to find answers. They can make simple connections between historical knowledge from previous projects.
<b>Year 3</b>	Children can remember and use historical terms and keywords from their projects correctly. They have a developing understanding of chronology and can use a simple timeline. They can remember and describe significant historical events, people and places recognising similarities and differences to today. They can write about events using information from more than one source/artefact. They are beginning to understand the difference between primary and secondary sources and can ask and answer questions about the past. They can discuss significant people from the past and their impact on the world. They are beginning to question why things happened.
<b>Year 4</b>	Children can remember and are using more complex historical terms and keywords from their projects correctly. Their understanding of chronology and using timelines extends to key dates and periods. They can use sources to build on what they know about significant historical events, people and places recognising their impact on the world. They understand the difference between primary and secondary sources and can identify facts and opinions. They recognise that some sources can contradict another. They can remember and discuss significant people from the past, beginning to make comparisons and identify their impact on the world. They can question why things happened and their impact on the world.
<b>Year 5</b>	Children can remember and use historical terms and keywords from their projects correctly. They have a good understanding of chronology and can place events studied on a timeline. They can remember and describe significant historical events, people and places drawing comparisons with today and across time periods. They can communicate their findings from a range of sources. They are developing their understanding of the advantages and limitations of a range of primary and secondary sources when asking and answering questions about the past. They can discuss significant people from the past, make links and evaluate their impact on the world. They are beginning to question why things happened in relation to cause and effect.
<b>Year 6</b>	Children can remember and use historical terms and keywords from their projects confidently and correctly. They have a strong understanding of chronology and place historical periods on timelines. They can remember and describe significant historical events, people and places draw comparisons to today and across time periods. They can communicate their findings from a widening range of sources. They understand the advantages and limitations of primary and secondary sources. They can select the most appropriate sources when asking and answer questions about the past. They can remember and discuss significant people from the past and their impact on the world and compare them to other key figures and events. They can identify and discuss cause and effect.

**Hotham Primary School**  
**History Curriculum Overview**

**Units of work at a glance**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery</b>	Families (Peepo)	Transport (Naughty Bus)	Life cycles (Very Hungry Caterpillar)
<b>Reception</b>	Celebrations (The Best Diwali Ever) Sequencing (Bear Hunt)	Jobs (Riley Can Be Anything) Castles (Peep Inside the Castle)	Past/present (If Sharks Disappeared) Space travel (Man on the Moon)
<b>Year 1</b>	Changes within living memory		The lives of significant individuals in the past who have contributed to national and international achievements (Queen Victoria, Elizabeth II). Local historical events/people/places
	<b>Toys (12 lessons)</b>	<b>Putney</b>	<b>British Queens (6 lessons)</b>
<b>Year 2</b>	Changes in Britain from the Stone Age to the Iron Age	Events beyond living memory that are significant nationally or globally (first flight by the Wright Brothers)	
	<b>Prehistoric Britain (9 lessons)</b>	<b>Inventors (12 lessons)</b>	<b>Kenya/Shetland</b>
<b>Year 3</b>	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt		The Roman Empire and its impact on Britain
	<b>Egypt (12 lessons)</b>	<b>Iceland</b>	<b>Romans (9 lessons)</b>
<b>Year 4</b>	Britain's settlement by Anglo-Saxons and Scots. Viking/Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Local history study – The Thames and its influence on the development of London	
	<b>Settlers and Invaders (12 lessons)</b>	<b>Thames (9 lessons)</b>	<b>Habitats/Climate</b>
<b>Year 5</b>	A study of Greek life and achievements and their influence on the western world	Aspect or theme in British history that extends pupils' chronological knowledge	
	<b>Greeks (12 lessons)</b>	<b>Space (6 lessons)</b>	<b>America</b>
<b>Year 6</b>	Mayan civilization c900AD non-European society that provides contrasts with British history	A significant turning point in British history	
	<b>Maya (9 lessons)</b>	<b>WWII (9 lessons)</b>	<b>Theatre</b>



Nursery		
<b>Essential knowledge by the end of the year</b>		<p><b>Historical language</b> – now, next, after, before</p> <p><b>Family knowledge</b> – mother, father, grandfather, grandmother, son, daughter</p> <p><b>Human life cycle</b> – baby, child, adult</p> <p><b>Transport</b> – name transport they use in their lives (train, bicycle, scooter, bus)</p>
Strand	Learning Outcomes	Key teaching points
<b>Chronology</b>	<ul style="list-style-type: none"> <li>● I can talk about the recent past (yesterday, last week, when I was..)</li> <li>● I understand age and that people who are older have lived longer than those who are younger.</li> <li>● I can understand that things happened before I was born.</li> </ul>	<ul style="list-style-type: none"> <li>● Good morning, good afternoon, yesterday, tomorrow, last week, next week.</li> <li>● Daily date chart – all days of the week, months of the year and four seasons in correct order.</li> <li>● Ordering language (before, after, then, next, at the start, at the end, last week, month, year) through stories, events, story maps.</li> <li>● Family knowledge (mother, father, grandfather, grandmother, son, daughter) taught through role play, family photographs and class discussions.</li> <li>● History before birth through questions to grandparents during ‘Grandparents’ Afternoon’.</li> <li>● Understanding that there are celebrations for things that happen annually. (First Christmas, stories through traditional tales).</li> </ul>
<b>Similarity and difference</b>	<ul style="list-style-type: none"> <li>● I know some similarities and differences between things in the past and now.</li> <li>● I can talk about the past by drawing on my experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>● Comparing old and new - baby photos, birthday celebrations, access to old and new toys</li> <li>● Key language reinforced through weekly weekend news.</li> </ul>
<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>● I can listen to stories about things in the past and talk about why something happened.</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehension questions during story time (what, who, how, when)</li> <li>● Encouraged to notice changes e.g. a new haircut, new skill in themselves/friends/parents</li> <li>● During co-playing, children asked to compare and say what is the same/different about something</li> <li>● Encouraged to notice and celebrate new things they can do, and if possible why it has changed – e.g. ‘when I first started Nursery I couldn’t go to the toilet by myself, now I can’</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>● I can talk about the lives of the people around me and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>● Key professions (doctor, firefighter, police, nurse, teacher, vet, shop assistant) taught through costume and small world in the environment.</li> <li>● Celebrations and traditions (Diwali, Christmas, Remembrance Day, Bonfire Night) taught through story and participation – children recall past experiences of celebration.</li> </ul>
<b>Change</b>	<ul style="list-style-type: none"> <li>● I can understand how things have changed over a period of time in my memory (week, year, since I was..)</li> </ul>	<ul style="list-style-type: none"> <li>● Life cycles – humans (baby, child, adult), the frog, caterpillar (egg, caterpillar, chrysalis, butterfly),</li> <li>● Age (birthdays, a year older, younger than, older than- siblings)</li> </ul>

**Hotham Primary School**  
**History Curriculum Overview**



<b>Use of sources</b>	<ul style="list-style-type: none"><li>● I can understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	<ul style="list-style-type: none"><li>● Peepo- explore the differences of now and then (the photos- role play resources.)</li><li>● Naughty bus- name different transport including, penny farthing bike and bicycle.</li><li>● Grandparents afternoon</li></ul>
<b>Communication of ideas</b>	<ul style="list-style-type: none"><li>● I can talk about aspects of the past.</li><li>● I can represent historical ideas pictorially (family pictures, people from the past).</li><li>● I can talk about how things were different in the past or have changed.</li></ul>	<ul style="list-style-type: none"><li>● Opportunities for drawing family portraits.</li><li>● Correct past tense in first person (I was, we were, I went) through modelling, commenting and correction.</li><li>● Description of past events using correct past tense in third person (it was, they were, he/she was)</li><li>● Able to express past experiences through drawing – encouraged through the provision.</li></ul>



Reception		
<b>Essential knowledge by the end of the year</b>		<p><b>Historical language</b> – before, after, then, next, last week/month/year</p> <p><b>Buildings through time</b> – hut, house, church, castle</p> <p><b>Key figures</b> – king, queen, princess, prince, royal</p> <p><b>Toys</b> – rocking horse, hoop, teddy</p> <p><b>Transport</b> – cars, planes, buses are recent inventions</p>
Strand	Learning Outcomes	Key teaching points
<b>Chronology</b>	<ul style="list-style-type: none"> <li>● I can talk about the recent past (yesterday, last week, when I was..)</li> <li>● I understand age and that people who are older have lived longer than those who are younger.</li> <li>● I can understand that things happened before I was born.</li> </ul>	<ul style="list-style-type: none"> <li>● Good morning, good afternoon, yesterday, tomorrow, last week, next week.</li> <li>● Daily date chart – all days of the week, months of the year and four seasons in correct order.</li> <li>● Ordering language (before, after, then, next, at the start, at the end, last week, month, year) through stories, events, story maps (Linked to We're Going on a Bear Hunt and Hello Rosie).</li> <li>● Family knowledge (mother, father, grandfather, grandmother, son, daughter) taught through role play, family photographs and class discussions (Linked to Say Hello).</li> <li>● History before birth through questions to grandparents during 'Grandparents' Afternoon'.</li> </ul>
<b>Similarity and difference</b>	<ul style="list-style-type: none"> <li>● I know some similarities and differences between things in the past and now.</li> <li>● I can talk about the past by drawing on my experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>● Comparing photos of old and new – seaside/ vehicles / buildings (Linked to What's in a Castle, If Sharks Disappeared, Things that Go)</li> <li>● Understanding of two key traditions and how they started before living memory – Rama and Sita / First Christmas (taught through traditional tales).</li> <li>● Key language reinforced through weekly weekend news.</li> </ul>
<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>● I can listen to stories about things in the past and talk about why something happened.</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehension questions during story time (what, who, how, when)</li> <li>● Encouraged to notice changes e.g. a new haircut, new skill in themselves/friends/parents</li> <li>● During co-playing, children asked to compare and say what is the same/different about something</li> <li>● Encouraged to notice and celebrate new things they can do, and if possible why it has changed – e.g. 'when I first started Reception I couldn't write letters, then I practised, now I can'</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>● I can talk about the lives of the people around me and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>● Key professions (doctor, firefighter, police, nurse, teacher, vet, shop assistant) taught through costume and small world in the environment.</li> <li>● Remembrance Sunday- Remember our family members- celebrate their names and photos for cenotaph construction.</li> <li>● Wider range of careers linked to known role models (linked to Careers Week and Riley Can Do Anything)</li> <li>● Celebrations and traditions (Diwali, Christmas, Remembrance Day, Bonfire Night) taught through story and participation – children recall past experiences of celebration.</li> </ul>



<p><b>Change</b></p>	<ul style="list-style-type: none"> <li>● I can understand how things have changed over a period of time in my memory (week, year, since I was..)</li> </ul>	<ul style="list-style-type: none"> <li>● Life cycles – humans (baby, child, adult), dragonflies/pondskater/bee (egg, larva, adult), caterpillar (egg, caterpillar, chrysalis, butterfly), penguins (egg, hatches, chick, adult) (linked to Class Identity, Bocketts Farm trip Penguins, Bee, Rosie’s Walk)</li> <li>● Age (birthdays, a year older, younger than, older than)</li> </ul>
<p><b>Use of sources</b></p>	<ul style="list-style-type: none"> <li>● I can understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>● Buildings (house, castle, hut, church); clothing (hat, cloak, sword, armour); transport (horses, carriage, bicycle); roles (king, queen, prince, princess, royal); toys (rocking horse, hoop, teddy).</li> </ul>
<p><b>Communication of ideas</b></p>	<ul style="list-style-type: none"> <li>● I can talk about aspects of the past.</li> <li>● I can represent historical ideas pictorially (family pictures, people from the past).</li> <li>● I can talk about how things were different in the past or have changed.</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities for drawing family portraits.</li> <li>● Correct past tense in first person (I was, we were, I went) through modelling, commenting and correction.</li> <li>● Description of past events using correct past tense in third person (it was, they were, he/she was)</li> <li>● Able to express past experiences through drawing – encouraged through the provision.</li> </ul>



Year 1			
		Toys	British Queens
<b>Essential knowledge by the end of this project</b>		<p><b>Toy chronology</b> – jacks → teddy → gameboy</p> <p><b>Historical language</b> – newest, oldest, past, present</p> <p><b>Change in materials</b> – wood → metal → plastic</p> <p><b>Electricity</b> – is a recent discovery which has improved life for humans</p> <p><b>Life of a child</b> – one way in which children today play in the same way as children in the past</p>	<p><b>Chronology of king/queen</b> – birth → coronation → jubilee – role of children in succession</p> <p><b>Queen Victoria</b> – Victorian times, queen for 63 years, mourning for husband.</p> <p><b>Queen Elizabeth</b> – Current queen, queen for 70+ years), coronation shown on TV</p> <p><b>Life of a child</b> – one difference in transport between Victorian times and today</p> <p><b>Empire</b> – Victoria was head of the British Empire, most countries are now independent</p>
Strand	Learning Outcomes	Key teaching points	Key teaching points
<b>Chronology</b>	<ul style="list-style-type: none"> <li>I can sort historical objects; 'then', 'now'.</li> <li>I can place events, people, memories, recounts in the order that they happened</li> </ul>	<ul style="list-style-type: none"> <li>Toy timeline (bones/jacks, teddy/doll, game boy)</li> <li>Comparative language (oldest, newest, older, newer, past, present) → <b>Build on family (Rec)</b></li> </ul>	<ul style="list-style-type: none"> <li>Timeline of Queen Elizabeth II's life (birth, coronation, marriage, children, platinum jubilee)</li> <li>Chronological language (at first, then, after, before, after that, next)</li> </ul>
<b>Similarity and difference</b>	<ul style="list-style-type: none"> <li>I can describe some similarities and differences between historical artefacts.</li> <li>I can identify some similarities and differences between ways of life in different periods and my life.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of toys by age using knowledge of materials (e.g. plastic, wood, metal).</li> <li>Children's pastimes now compared to Victorian era (similarities teddies/dolls, active play, role play; differences, materials, electricity etc)</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of two historical figures (Elizabeth II and Victoria) in terms of clothing, modes of travel, role, the artefacts we have to learn about them.</li> </ul>
<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>I can think why something happened and the effect it had on people at the time</li> </ul>	<ul style="list-style-type: none"> <li>Homemade toys from everyday materials during times of hardship (e.g. war, poverty)</li> <li>Children learn 'why' (e.g. lack of materials available, factories, some materials had not been invented)</li> </ul>	<ul style="list-style-type: none"> <li>Elizabeth II coronation (caused by death of father) – and shown on TV for the first time.</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>I can describe a key significant historical event</li> <li>I can explain why a key historical figure has significance</li> </ul>	<ul style="list-style-type: none"> <li>Invention of electricity and the effect this had on toys and their design.</li> </ul>	<ul style="list-style-type: none"> <li>Significant event – Elizabeth II coronation and Platinum Jubilee (coronation, monarch, jubilee, 70 years, reign, royal family, crown, throne, heir, castle, palace)</li> </ul>



			<ul style="list-style-type: none"> <li>● Significant individuals – Elizabeth II compared to Victoria</li> </ul>
<b>Change</b>	<ul style="list-style-type: none"> <li>● I can describe simple changes in the lives of people beyond living memory compared to my life today.</li> </ul>	<ul style="list-style-type: none"> <li>● Study how a doll as a toy has changed over time (materials, mechanism, addition of electricity, other features)</li> </ul>	<ul style="list-style-type: none"> <li>● Comparison of life in 1953 (Elizabeth II coronation) to now (e.g. televising her coronation, food rations after the war, clothing, transport).</li> <li>● Compare simple features of life of children watching Elizabeth II coronation to those attending Victoria’s coronation (clothes, transport, school, toys).</li> <li>● Empire – Queen Victoria was head of the British Empire – most countries now independent, and reasons for this.</li> </ul>
<b>Use of sources</b>	<ul style="list-style-type: none"> <li>● I can find simple facts from a historical source.</li> <li>● I can suggest how e.g pictures help us find out about the past.</li> <li>● I can ask and answer simple questions about events, people and artefacts to find out about the past – Who? What? Where? When? Why? How?</li> </ul>	<ul style="list-style-type: none"> <li>● Compare primary sources – range of toys from different eras made of different materials</li> <li>● Primary sources of an elderly person talking about their toys</li> <li>● Playground games from the past</li> </ul>	<ul style="list-style-type: none"> <li>● Primary source – compare pictorial sources of Victoria/Elizabeth (black and white/colour photos, videos)</li> <li>● TV footage of Elizabeth’s coronation</li> </ul>
<b>Communication of ideas</b>	<ul style="list-style-type: none"> <li>● I can talk, draw or write about aspects of the past.</li> <li>● I can write about a historical event or person using a historical source.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to write descriptively about historical toys, comparing them to the toys we have today</li> </ul>	<ul style="list-style-type: none"> <li>● Able to compare Victoria and Elizabeth II using information drawn from sources.</li> </ul>





Year 2			
		Prehistoric Britain (Stone Age to Iron Age)	Inventors – Communications and Travel
<b>Essential knowledge by the end of this project</b>		<p><b>Chronology</b> – Took place in Britain before we had books, lasted 2.5 million years</p> <p><b>Periods</b> – Paleolithic → Mesolithic → Neolithic</p> <p><b>Skara Brae</b> – remains of a Stone Age village exist in Britain and mean we can learn about the time</p> <p><b>Stonehenge</b> – the best known ancient monument in Europe</p> <p><b>Life of a child</b> – one difference in clothing, housing and food compared to today</p>	<p><b>Periods</b> – Prehistory (Palaeolithic-Neolithic) → Medieval → Modern → Contemporary</p> <p><b>Communication</b> – how it has changed from movable type and printing, to the digital age of the WWW</p> <p><b>Travel</b> – how new methods of transport opened up the world</p> <p><b>Impact</b> – how have these developments changed everyday life for people</p> <p><b>Life of a child</b> – one difference in travel, communication and learning compared to today</p>
Strand	Learning Outcomes	Key teaching points	Key teaching points
<b>Chronology</b>	<ul style="list-style-type: none"> <li>I can explain objects using 'then' and 'now' and how I know.</li> <li>I can make simple timelines e.g. sequencing people, events, changes, recounting.</li> </ul>	<ul style="list-style-type: none"> <li>Context of Stone Age to Iron Age within timeline – visualised so children understand length of Age (2.5 million years)</li> <li>Periods of Stone (Palaeolithic, Mesolithic and Neolithic), Bronze Age and Iron Age in order and key changes in terms of tools, food gathering, housing.</li> </ul>	<ul style="list-style-type: none"> <li>Key dates in the development of communication on a timeline (Movable type in China c1000; Caxton/Gutenberg printing press 1436; Ada Lovelace computer 1843; Tim Berners-Lee WWW 1989)</li> <li>Key dates in the development of travel on a timeline (Thomas Savery steam engine 1698; Wright Brothers first flight 1903)</li> <li>Place Victoria/Elizabeth II on the timeline in the correct place</li> </ul>
<b>Similarity and difference</b>	<ul style="list-style-type: none"> <li>I can compare and contrast different historical artefacts</li> <li>I can identify similarities and differences between ways of life in the past compared to my life today.</li> </ul>	<ul style="list-style-type: none"> <li>Different tools from Stone Age to Iron Age and what these tell us about life then compared to now.</li> <li>Remains of houses and settlements and what they tell us about life then compared to now.</li> <li>Life of a child now compared to the Stone Age (food, homes, clothes).</li> </ul>	<ul style="list-style-type: none"> <li>Comparison study – communication – how this has developed over time and has impacted on our lives today</li> <li>Comparison study – travel – how this has developed over time and has impact on our lives today</li> </ul>
<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>I can think why something happened and the effect it has on us today</li> </ul>	<ul style="list-style-type: none"> <li>Skara Brae – study of settlement (location, layout, types of structure and reasons for these).</li> </ul>	<ul style="list-style-type: none"> <li>Cause of each invention studied (press – need to share news and record history ; plane – need to travel quickly ; computer – need to calculate more</li> </ul>



		<ul style="list-style-type: none"> <li>● Stone Age art (petroglyphs/carvings, pictographs/paintings, sculpture, megaliths/stone circles etc) and the effect this has had on us.</li> </ul>	<p>complex calculations ; WWW – need to communicate world wide.</p> <ul style="list-style-type: none"> <li>● Effect of each invention on the world since.</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>● I can discuss the lives of significant people from the past and their impact on society at the time</li> <li>● I can describe significant local historical events, people and places.</li> </ul>	<ul style="list-style-type: none"> <li>● Significant place – Stonehenge (questions about origin, effect on humans since, link with traditions)</li> </ul>	<ul style="list-style-type: none"> <li>● Significant event – Wright Brothers and the first flight 1903 – impact on society (development of flight, opening up of world, connecting people, travel for pleasure, eventually space travel).</li> <li>● Significant individuals – William Caxton/Johannes Gutenberg (printing press), Tim Berners-Lee (WWW), Ada Lovelace (computer). Key facts about their life, especially influences which led to their invention and significance in history.</li> </ul>
<b>Change</b>	<ul style="list-style-type: none"> <li>● I can describe how an aspect of life has changed from beyond living memory to today.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare different aspects of life then to today (food, homes, climate, clothes, art, tools, jobs).</li> </ul>	<ul style="list-style-type: none"> <li>● Inventions – compare how life has changed due to inventions, beyond living memory and today</li> </ul>
<b>Use of sources</b>	<ul style="list-style-type: none"> <li>● I can ask and answer simple questions about events, people and artefacts to find out about the past - Who? What? Where? When? Why? How?</li> <li>● I can give ideas on how to find out about the past and name sources we can use.</li> <li>● I am beginning to recognise the difference between fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>● Role of archaeologist – how they use sources to find out about the distant past using artefacts.</li> <li>● Stone Age art / tools / remains of settlements as sources</li> <li>● Fact and opinion – common misconceptions (e.g. cavemen), whether these are correct and how we know.</li> </ul>	<ul style="list-style-type: none"> <li>● Secondary sources about inventions as reported (e.g. newspaper articles, diaries, historical records).</li> <li>● Facts and opinion – comparing what happened with opinions (e.g. some through Wright Brothers were frauds).</li> </ul>
<b>Communication of ideas</b>	<ul style="list-style-type: none"> <li>● I am beginning to communicate what I have learnt in a structured way.</li> <li>● I can write about a historical event or person using historical sources.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to use sources to describe / compare life in the Stone Age to today.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to communicate the impact of inventions on everyday life at the time and the effect it has on us today.</li> </ul>



Year 3			
		Ancient Egypt	Romans in Britain
<b>Essential knowledge by the end of this project</b>		<p><b>Chronology</b> – Ancient Egypt started roughly at same time as Bronze Age</p> <p><b>Tutankhamun</b> – Egyptian pharaoh whose tomb was discovered by Howard Carter in 1922</p> <p><b>Cleopatra</b> – Egyptian queen who interacted with Roman Emperors</p> <p><b>Religion</b> – beliefs of mummification, afterlife, multiple gods and connection of pharaohs to this</p> <p><b>Sources</b> – tombs which contained mummies/artefacts, pyramids, sarcophagus, hieroglyphics</p>	<p><b>Chronology</b> - Where the Romans sit in context of history already learnt (after Stone Age, Iron Age and Ancient Egypt)</p> <p><b>Reasons for Roman invasion</b> - empire, power, resources, slavery</p> <p><b>Landmarks</b> - Hadrians' Wall, City of Bath, London amphitheatre</p> <p><b>Reasons for withdrawal</b> - resistance, defending empire</p> <p><b>Legacy in Britain</b> - architecture, roads, sanitation,</p>
Strand	Learning Outcomes	Key teaching points	Key teaching points
<b>Chronology</b>	<ul style="list-style-type: none"> <li>I can order key dates/periods/people and place events on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Context of Ancient Egypt (c4000-c30BCE) within the timeline linked to today. Place Stone Age-Iron Age correctly.</li> <li>Construction of the pyramids (approx 2500 BCE).</li> <li>Reign of Tutankhamun (c1300BCE).</li> <li>Reign of Cleopatra (last century BCE) at end of the Egyptian era and crossover with Romans.</li> </ul>	<ul style="list-style-type: none"> <li>Context of Roman Empire within timeline, including Stone Age, Iron Age, Ancient Egypt and where these overlap.</li> <li>Roman invasion of Britain (AD43)</li> <li>Boudicca's uprising (AD60-61)</li> <li>Hadrian's Wall (AD122 onwards)</li> <li>Withdrawal from Britain (c410AD)</li> <li>Fall of Empire (476 AD)</li> </ul>
<b>Similarity and difference</b>	<ul style="list-style-type: none"> <li>I can compare and contrast different historical artefacts and think about why they have differences</li> <li>I can identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison study – religion – Egyptian gods and worship (Re, Geb, Nut, Osiris, Isis, Anubis). Compare these to five main religions today.</li> <li>Artefacts found in tombs (sarcophagus, paintings, hieroglyphics, jewellery, mummies) – what this teaches us about life at the time.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison study – buildings (structure, materials, layout, public buildings) and transport (roads, paths) compared to the Stone Age and today</li> <li>Artefacts found in Britain (coins, jewellery, helmets) and ruins (Hadrian's Wall, Roman Baths) – what these teach us about life at the time.</li> </ul>
<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>I can identify the main reason why something happened and the effect it has on us today</li> </ul>	<ul style="list-style-type: none"> <li>Effect of the River Nile on the formation of Egypt's settlements (food, resources, travel, agriculture, trade).</li> </ul>	<ul style="list-style-type: none"> <li>Why the Romans came to Britain (growth of Empire, resources, slavery)</li> <li>Why the Romans left Britain (resistance in Britain, and land under attack back in Italy).</li> </ul>



			<ul style="list-style-type: none"> <li>● Effect on Roman invasion on us today (roads, aqueducts, location of key settlements, religion, counting, language).</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>● I can describe significant historical objects, events, people and places</li> <li>● I can recognise the impact of historical events/people/inventions</li> <li>● I can discuss the lives of significant people from the past and their impact on society/the world at the time and their legacy today</li> </ul>	<ul style="list-style-type: none"> <li>● Significant events and objects – discovery of Tutenkhamun’s tomb by Howard Carter in 1922.</li> <li>● Significant individual – Cleopatra and her relationship with Ancient Rome.</li> </ul>	<ul style="list-style-type: none"> <li>● Significant individual – Boudicca and her impact on leading the British resistance.</li> <li>● Significant locations – London (Londinium), Hadrian’s Wall, Bath (Aquae Sulis), Rome. How these locations became significant during the period and continue to be today.</li> </ul>
<b>Change</b>	<ul style="list-style-type: none"> <li>● I can describe how an aspect of life has changed from beyond living memory to today and the reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>● Mummification – compare Egyptian relationship with death to today and the reasons for this – link to religion and how this is different today.</li> </ul>	<ul style="list-style-type: none"> <li>● Aqueducts – life before and after this change was implemented by the Romans and the effect it has on us today.</li> <li>● Comparison to earliest known aqueducts in India.</li> </ul>
<b>Use of sources</b>	<ul style="list-style-type: none"> <li>● I can ask and answer questions about the past using different sources: Who? What? Where? When? Why? How?</li> <li>● I can use a variety of sources and artefacts (pictorial and simple written) to find out about the past.</li> <li>● I can talk about primary and secondary sources.</li> <li>● I can recognise the difference between fact and simple opinion.</li> <li>● I can explore a range of different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>● Role of archaeologist – how they use sources to find out about the distant past using artefacts – while showing respect to beliefs of the past.</li> <li>● Historical artefacts (pyramids, sarcophagus, contents of a tomb) and what these teach us about Egyptian life and belief systems.</li> <li>● Secondary source – Howard Carter’s Diary</li> <li>● Viewpoints and opinion – was Carter right to enter Tutenkahmun’s tomb?</li> </ul>	<ul style="list-style-type: none"> <li>● Roman infrastructure and what this teaches us about the past – roads, aqueducts, buildings, Hadrian’s Wall.</li> </ul>
<b>Communication of ideas</b>	<ul style="list-style-type: none"> <li>● I can present findings and communicate knowledge and understanding in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to write a guide to Egyptian Tomb and the reasons for artefacts found within.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to debate the reasons why the Romans invaded and withdrew from Britain.</li> </ul>



Year 4			
		Settlers and Invaders	The Thames
<b>Essential knowledge by the end of this project</b>		<p><b>Early British chronology</b> – Stone Age → Bronze Age → Iron Age → Romans → Anglo Saxons → Vikings</p> <p><b>Lindisfarne</b> – Viking attack on monastery in 793 AD</p> <p><b>Sutton Hoo</b> – Discovery of site and what this taught us about Anglo Saxon life</p> <p><b>Invasion</b> – Main reason for invasions on Britain was wealth gain</p> <p><b>Life of a child</b> – one difference in clothing, housing and food compared to today</p>	<p><b>Chronology</b> – history of London from Roman times to the present day</p> <p><b>The Great Plague and the Great Fire of London</b> – how and why the plague/fire spread, impact of these events of society</p> <p><b>Infrastructure</b> – Link between the Great Stink and the creation of the London sewer system, impact this had on everyday life</p> <p><b>Trade</b> – How the Thames facilitated trade and helped to establish London as an important world city</p> <p><b>Windrush</b> – Why people came from the Caribbean to work following WW2 and the impact this had on London.</p>
Strand	Learning Outcomes	Key teaching points	Key teaching points
<b>Chronology</b>	<ul style="list-style-type: none"> <li>● I can order key dates/periods/people and place events on a timeline.</li> <li>● I can recall key dates and where these fit chronologically in terms of previous historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Context of Vikings and Anglo Saxons (450-1066 AD) within the timeline of Britain, including Stone Age, Iron Age, Romans.</li> <li>● 400-650 Anglo Saxon settlement</li> <li>● 789 first Viking invasion</li> <li>● 793 attack on Lindisfarne</li> <li>● 886 King Alfred signs Danelaw</li> <li>● 1066 Norman invasion</li> </ul>	<ul style="list-style-type: none"> <li>● Context of development of London within timeline, including Romans, Saxons, Vikings, Victorians.</li> <li>● First century AD Romans founded the city</li> <li>● 1665 Great Plague</li> <li>● 1666 Great Fire of London</li> <li>● 1726 first bridge is built at Putney</li> <li>● 1858 Great Stink</li> </ul>
<b>Similarity and difference</b>	<ul style="list-style-type: none"> <li>● I can compare and contrast different historical artefacts and make links with today.</li> <li>● I can identify similarities and differences and make connections between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>● Sutton Hoo – what these artefacts tell us about kingship, warfare, trade.</li> <li>● Key locations and how these have changed over time: York, Lindisfarne, North Sea, Irish Sea, Anglo Saxon kingdoms (Kent, Mercia, Northumbria, East Anglia, Essex, Sussex, Wessex).</li> </ul>	<ul style="list-style-type: none"> <li>● Same river, different lives – how have key aspects of life changed for people living along the Thames.</li> <li>● Putney – development of neighbourhood from rural to urban including history of Putney Bridge.</li> </ul>
<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>● I can identify a range of reasons why something happened and the effect it has on us today.</li> </ul>	<ul style="list-style-type: none"> <li>● Reasons for Anglo Saxon settlement (land for farming) and impact on landscape.</li> </ul>	<ul style="list-style-type: none"> <li>● Impact of the Thames on the development of London as an industrial hub (shipbuilding 1600-1900), bridges and impact of these</li> </ul>



		<ul style="list-style-type: none"> <li>● Reasons for Vikings invasion (wealth) and ongoing raids, and impact of invasion on population.</li> <li>● Scotti invasions from Ireland to north Britain (now Scotland)</li> <li>● Impact of these events on today (key cities, place names, language)</li> </ul>	(1700-1900), leisure on the Thames (since arrival of railways in 1800s).
<b>Significance</b>	<ul style="list-style-type: none"> <li>● I can explain the impact of historical events/people/inventions</li> <li>● I describe the lives of significant people from the past and explain their impact on society/the world at the time and now</li> </ul>	<ul style="list-style-type: none"> <li>● Religion – Christian conversion (Canterbury, Iona and Lindisfarne)</li> <li>● Settlements, kingdoms and their effect today.</li> <li>● Significant individuals – King Alfred (the Great), King Athelstan, Edward the Confessor, William the Conqueror (key information, where they fit chronologically)</li> <li>● Significant events – Raid on Lindisfarne (793), Danelaw and Danegeld, Norman invasion (1066)</li> </ul>	<ul style="list-style-type: none"> <li>● Impact of river on choosing London as place to settle.</li> <li>● Impact of the Thames and its development in building London's significance in the world.</li> <li>● Significant event – the development of the Docklands and its place within the slave trade.</li> </ul>
<b>Change</b>	<ul style="list-style-type: none"> <li>● I can describe how a number of key aspects of life have changed from beyond living memory to today and the reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>● Everyday life – food, clothing, houses and homes, children's lives, work and warfare, and how this has changed.</li> <li>● Settlements and kingdoms – place names and village life and how this impacts our lives today.</li> </ul>	<ul style="list-style-type: none"> <li>● Everyday life and how the development of the river has caused this to change during the period.</li> </ul>
<b>Use of sources</b>	<ul style="list-style-type: none"> <li>● I can use different sources to gather information and answer the same question.</li> <li>● I can use a variety of resources to find out about aspects of life in the past.</li> <li>● I can distinguish between primary and secondary sources.</li> <li>● I can understand and can identify where it is fact or opinion</li> <li>● I can explore different viewpoints and why sources might contradict each other</li> </ul>	<ul style="list-style-type: none"> <li>● Primary source – Sutton Hoo – artefacts discovered and what these teach us about life at the time.</li> <li>● Runes and how these have been deciphered to teach us about the period</li> <li>● Secondary sources about key events, (e.g. Lindisfarne raid).</li> </ul>	<ul style="list-style-type: none"> <li>● Primary source – architecture along the river (docks, warehouses, bridges, churches).</li> <li>● Secondary source – Great Fire of London – Samuel Pepys Diary.</li> </ul>
<b>Communication of ideas</b>	<ul style="list-style-type: none"> <li>● I can write clearly about a historical event or person using at least one source to support my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to write accounts of Viking raid on Lindisfarne using historical sources to support information.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to write a guide for a local walking tour drawing on history of the area and impact of the river.</li> </ul>



Year 5			
		Ancient Greece	Space Race
<b>Essential knowledge by the end of this project</b>		<p><b>Interaction of ancient civilisations</b> – Ancient Egypt → Ancient Greece → Romans – and where they crossover and interact</p> <p><b>Periods</b> – Archaic → Classical → Hellenistic</p> <p><b>Religion</b> – Greek gods and role in mythology</p> <p><b>Life of a child</b> – One way in which life was different for children in Sparta compared to Athens</p> <p><b>Legacy</b> – Democracy, theatre, architecture, science</p>	<p><b>Chronology</b> - Events and developments spanning two decades from 1955-75.</p> <p><b>Rivalry</b> - About the Cold War and how it led to advancements in technology.</p> <p><b>Significant Individuals</b> - Neil Armstrong, Buzz Aldrin, Katherine Johnson, Dorothy Vaughan, Mary Jackson, Helen Sharman, Peggy Whitson, Tim Peake, Valentina Tereshkova.</p> <p><b>Political relations</b> - How the US and Soviet Union eventually collaborated on missions such as the Apollo-Soyuz and ISS.</p> <p><b>Legacy</b> – Travel, communications, technology, computer science, future space exploration.</p>
Strand	Learning Outcomes	Key teaching points	Key teaching points
<b>Chronology</b>	<ul style="list-style-type: none"> <li>● I can draw and describe timelines to show different information, e.g. periods of history, people, events</li> <li>● I can order key events chronologically in relation to previous historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Context of Ancient Greece within the timeline of civilisations, including Stone Age, Iron Age, Ancient Egypt, Romans and Vikings.</li> <li>● 800-480BC Archaic Era (c750BC Iliad/Odyssey, c600BC First money)</li> <li>● 480-323BC Classical Era (432BC Parthenon completed)</li> <li>● 323-20 BC Hellenistic Era (146 BC Battle of Corinth, Romans grow in power).</li> </ul>	<ul style="list-style-type: none"> <li>● Context of the Space Race within 20th Century history, including Queen Victoria, Blitz, Queen Elizabeth II.</li> <li>● 1942 First rocket to reach 100km from world’s surface</li> <li>● 1949 First monkey sent into space</li> <li>● 1957 Sputnik</li> <li>● 1969 Apollo 11 – Neil Armstrong &amp; Buzz Aldrin land on the moon</li> <li>● 1998 International Space Station is launched</li> <li>● 2014 Rosetta probe reaches comet</li> <li>● 2015 Tim Peake</li> <li>● 2017 SpaceX</li> </ul>
<b>Similarity and difference</b>	<ul style="list-style-type: none"> <li>● I can make comparisons between aspects of society in the past and now.</li> </ul>	<ul style="list-style-type: none"> <li>● Comparison study – education and the life of a child in Ancient Athens compared to Ancient Sparta.</li> </ul>	<ul style="list-style-type: none"> <li>● Comparisons between communications systems then and now (development of television, radio, newspapers, internet)</li> </ul>



<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>● I can identify cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>● Greek Empire development – compare this to the Romans/Vikings looking at battles, invasions and eventual fall of the empire.</li> <li>● Did technology lead to empire or did empire lead to technology?</li> </ul>	<ul style="list-style-type: none"> <li>● Link between Space Race, WW2 and the Cold War (including broad groups of countries involved).</li> <li>● How the Space Race drove innovation and the impact this had on daily life (travel, communications, technology, computer science).</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>● I can explain different viewpoints around the legacy of historical events/people/inventions.</li> <li>● I explore why certain historical figures are considered significant/controversial in terms of their actions and legacy.</li> </ul>	<ul style="list-style-type: none"> <li>● Aspects of modern European culture which have been influenced by the legacy of the Ancient Greeks (theatre, politics, architecture, philosophy, science, maths).</li> <li>● The empire and its effect on the world (democracy, ancient, civilisation, city states, empire, legacies, democracy).</li> </ul>	<ul style="list-style-type: none"> <li>● Significant individuals – selection from Katherine Johnson, Dorothy Vaughan, Mary Jackson, Helen Sharman, Peggy Whitson, Bernard Anthony Harris Jnr, Tim Peake, Valentina Tereshkova.</li> </ul>
<b>Change</b>	<ul style="list-style-type: none"> <li>● I can make connections between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>● Comparison of Greece as a world power – then and now – what makes an empire powerful?</li> </ul>	<ul style="list-style-type: none"> <li>● Comparison of technology before and after the Space Race and impact on today (computers, internet, travel).</li> </ul>
<b>Use of sources</b>	<ul style="list-style-type: none"> <li>● I can use different sources to gather information and answer the same question.</li> <li>● I can compare a range of sources of information primary and secondary)</li> <li>● I can evaluate the usefulness/reliability of a variety of primary and secondary sources.</li> <li>● I can understand and can identify fact, opinion, bias</li> <li>● I can explore different viewpoints and why sources might contradict each other</li> </ul>	<ul style="list-style-type: none"> <li>● Secondary sources to provide information on city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture</li> <li>● Greek mythology – to what extent this can be considered a source.</li> </ul>	<ul style="list-style-type: none"> <li>● Primary sources – videos, interviews, sound recordings.</li> <li>● Secondary sources – newspaper articles giving accounts of key events.</li> <li>● Moon landings – conspiracy and how and why this developed.</li> <li>● Propaganda – on both sides – how and why this developed and what it teaches us.</li> </ul>
<b>Communication of ideas</b>	<ul style="list-style-type: none"> <li>● I can select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to use sources to make an informed argument about life in Ancient Greece (e.g. comparing Athens vs Sparta).</li> </ul>	<ul style="list-style-type: none"> <li>● Able to write a television script about the Space Race which draws on relevant information, and uses key dates and terms.</li> </ul>





Year 6			
		Ancient Maya	World War II in Europe
<b>Essential knowledge by the end of this project</b>		<p><b>Chronology</b> – Stone Age → Iron Age → Ancient Egypt → Ancient Greece → Romans → Vikings – and where they crossover and interact</p> <p><b>Periods</b> – Pre-classical → classical → post-classical</p> <p><b>Growth of civilisation</b> – Story of how Maya went from hunter gatherers to traders</p> <p><b>Decline of civilisation</b> – One reason why Maya cities declined and were abandoned</p> <p><b>Sources and their discovery by Spanish invaders</b>– Ruins, temples, hieroglyphs</p>	<p><b>Causality</b> - How World War Two began and the reasons for this</p> <p><b>Life of a child</b> - How the lives of children changed during the war and how this compares to life today</p> <p><b>Significant Individuals</b> - Adolf Hitler and Winston Churchill and how their actions impacted the events</p> <p><b>Propaganda</b> - How news was shared through radio, newspapers etc. How ideas and opinions were spread by propaganda</p> <p><b>Legacy</b> - The lasting impact of the war including the development of the EU, NATO and United Nations.</p>
Strand	Learning Outcomes	Key teaching points	Key teaching points
<b>Chronology</b>	<ul style="list-style-type: none"> <li>I can place and describe events in a wider context using my knowledge and understanding of British, local and world history,</li> </ul>	<ul style="list-style-type: none"> <li>Context of the Maya within the timeline of other ancient civilisations, including Stone Age, Iron Age, Egypt, Rome, Greece, Anglo-Saxon Britain, Vikings.</li> <li>Understanding chronology of the Maya from hunter gatherers to a fully-formed civilisation.</li> <li>2000 BC-250AD Pre-Classical Period (Key period of development, establishing government, building cities)</li> <li>250-900 AD Classic Period (golden age, artistic and cultural developments)</li> <li>900-1500 AD Post-Class Period (gradual decline with cities collapsing)</li> <li>1500 AD onwards – colonial period, with ruins discovered by Spanish invaders/settlers</li> </ul>	<ul style="list-style-type: none"> <li>Context of World War II within the wider timeline of the 20th Century, including Queen Victoria, World War I, Space Race, Cold War, Queen Elizabeth II.</li> <li>1920-1930 Great depression – Rise in extremism in Europe (facism and socialism)</li> <li>1930s Rise of Adolf Hitler</li> <li>1933-45 The Holocaust</li> <li>26 May and 4 June 1940 Dunkirk</li> <li>10 July-31 October 1940 Battle of Britain</li> <li>7th September 1940-11th May 1941 The Blitz</li> <li>6th June 1944 D-day landings</li> <li>7th May 1945 VE Day</li> </ul>
<b>Similarity and difference</b>	<ul style="list-style-type: none"> <li>I can make comparisons between aspects of periods of history and now.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison study – religion – Maya religion compared to Egyptian gods alongside modern day religions.</li> </ul>	<ul style="list-style-type: none"> <li>Compare roles of different individuals in Britain during the War compared to today, including The Home Front, evacuees, the role of women at home during the war.</li> </ul>



<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>● I can explain cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement of Maya people between highland and lowlands – reasons for this and end result.</li> <li>● Multiple factors that led to the downfall of Maya civilisations and assessing their significance.</li> <li>● Understanding reasons why Maya cities were abandoned.</li> </ul>	<ul style="list-style-type: none"> <li>● The Battle of Britain. Which factors lead to the Battle of Britain and how did it affect the direction of the second World War?</li> <li>● How was the Battle reported? What effect did the Battle have on the population of Britain?</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>● I can examine and understand historical events/people/inventions from a range of perspectives.</li> <li>● I can explain why certain historical figures are considered significant/controversial and explain why these different viewpoints might exist.</li> </ul>	<ul style="list-style-type: none"> <li>● What we can learn about an ancient civilisation from their legacy on our world today – including hieroglyphic writing, impact on astronomy, god and belief systems, the Maya calendar.</li> </ul>	<ul style="list-style-type: none"> <li>● Life in post-first world war Germany from a range of perspectives – especially for those experiencing oppression after the First World War.</li> <li>● Adolf Hitler – the rise of facism and the cult of personality. How did he come to power?</li> </ul>
<b>Change</b>	<ul style="list-style-type: none"> <li>● I can make connections between aspects of society in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>● Development of the Maya from hunter gatherers into a trading society.</li> </ul>	<ul style="list-style-type: none"> <li>● Propaganda and the Holocaust – what caused a shift in the German mentality towards the Jewish people?</li> </ul>
<b>Use of sources</b>	<ul style="list-style-type: none"> <li>● I can independently select and use a variety of appropriate sources.</li> <li>● I can understand how our knowledge of the past is constructed from a range of sources.</li> <li>● I can describe the limitations of different primary and secondary sources.</li> <li>● I can understand and can identify fact, opinion, bias and propaganda</li> <li>● I can explore different viewpoints and why sources might contradict each other</li> </ul>	<ul style="list-style-type: none"> <li>● Primary sources including ruins/temples, calendars, hieroglyphic writing.</li> <li>● Maya stories and what this teaches us about the civilisation.</li> <li>● Legacy as a source.</li> </ul>	<ul style="list-style-type: none"> <li>● Primary sources to include diary entries, photographs, propaganda posters, recounts</li> <li>● Secondary sources to include newsreels, newspaper reports, historians’ opinions</li> <li>● Children to assess sources critically, taking their wider knowledge into account.</li> </ul>
<b>Communication of ideas</b>	<ul style="list-style-type: none"> <li>● I can select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to present to an audience a detailed and persuasive argument, drawing on sources on why the Maya were important.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to draw on a range of sources to produce a detailed non-chronological report on a given aspect of World War II in Europe.</li> <li>● How WW2 shaped modern global politics and its influence today, including allies/enemies across the world, development of the EU, NATO and United Nations.</li> </ul>