

	Historical knowledge - Constructing the past 2.1.1 - Sequencing the past 2.2.1 History concepts - Change and development/Similarity and difference 2.3.1 - Cause and effect 2.4.1 - Significance and interpretations 2.5.1, 2.5.2 Historical enquiry - Planning and carrying out an historical enquiry 2.6.1 - Using sources as evidence 2.7.1		
2020 -2021	Term 1	Term 3	Term 5
	Stone Age	Bronze Age and Iron Age	Ancient Egyptians
Yr 3	2.1.1 develop a secure knowledge and understanding of British, local and world history, establish clear narratives within and across the periods they study Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a	2.1.1 develop a secure knowledge and understanding of British, local and world history, establish clear narratives within and across the periods they study Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection 2.2.1 develop a chronologically secure knowledge and understanding of British history Can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods. Provide valid reasons why they have chosen this time period for most of the images	2.1.1 study the achievements of the earliest civilisations Can understand overview and depth (link to the Maya) 2.2.1 develop a chronologically secure knowledge and understand of British, local and world history Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics

	range of the key changes between the Old and New Stone Ages. Can see links between changes, and begin to identify types of change. Will demonstrate an awareness of the significance of change and its impact. 2.4.1 address and devise historically valid questions about cause Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period. Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period 2.5.2 understand how our knowledge of the past is constructed from a range of sources The pupil can provide a reason why two accounts of the same event might differ 2.6.1 develop the appropriate use of historical terms, and note connections and contrasts over time, construct informed responses that involve the selection of relevant historical information Can ask valid questions for enquiries and answer using a number of sources 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can understand how sources can be used to answer a range of historical questions	2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrast and trends over time Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages. Can see links between changes, and begin to identify types of change. Will demonstrate an awareness of the significance of change and its impact 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information, develop the use of historical terms Can ask valid questions for enquiries and answer using a number of sources 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' Is aware that some sources may be more useful than others in answering certain historical questions	2.5.2 understand how our knowledge of the past is constructed from a range of sources The pupil can provide a reason why two accounts of the same event might differ 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information Can ask valid questions for enquiries and answer using a number of sources 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can understand how sources can be used to answer a range of historical questions
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Yr 4	2.1.1 develop a secure knowledge and understanding of British, local and world history, establish clear narratives within and across the periods they study Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can make valid statements about the main similarities, differences and changes occurring within topics 2.4.1 regularly address historically valid questions about cause Can comment on the importance of causes and effects for some of the key events and developments within topics 2.5.2 understand how our knowledge of the past is constructed from a range of sources The pupil can comment on a range of possible reasons for differences in a number of accounts 2.6.1 develop the appropriate use of historical terms, and note connections and contrasts over time, construct informed responses that involve the selection of relevant historical information Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses	2.1.1 develop a secure knowledge and understanding of British, local and world history, establish clear narratives within and across the periods they study Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people 2.2.1 develop a chronologically secure knowledge and understanding of British history Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms 2.3.1 address and devise historically valid questions about trends and significance Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age) 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information, develop the use of historical terms Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses 2.7.1 understand how our knowledge of the past is constructed from a range of sources The pupil can recognise possible uses of a range of sources for answering historical enquiries	2.1.1 study the achievements of the earliest civilisations Can understand overview and depth (link to the Maya) 2.2.1 develop a chronologically secure knowledge and understand of British, local and world history Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms 2.3.1 address and devise historically valid questions about change, similarity, difference. Note connections, contrasts and trends over time Can make valid statements about the main similarities, differences and changes occurring within topic 2.5.2 understand how our knowledge of the past is constructed from a range of sources The pupil can comment on a range of possible reasons for differences in a number of accounts 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses 2.7.1 understand how our knowledge of the past is constructed from a range of sources The pupil can recognise possible uses of a range of sources for answering historical enquiries
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	2.7.1 understand how our knowledge of the past is constructed from a range of sources The pupil can comment on a range of possible reasons for differences in a number of accounts		
Yr 5	2.1.1 develop a secure knowledge and understanding of British, local and world history, establish clear narratives within and across the periods they study Can understand some features associated with themes, societies, people and events 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics 2.4.1 address and devise historically valid questions about cause Can place several valid causes and effects in an order of importance relating to events and developments 2.5.2 understand how our knowledge of the past is constructed from a range of sources Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics 2.6.1 develop the appropriate use of historical terms, and note connections and contrasts over time, construct informed responses that involve the selection of relevant historical information	2.1.1 develop a secure knowledge and understanding of British, local and world history, establish clear narratives within and across the periods they study Can understand some features associated with themes, societies, people and events 2.2.1 develop a chronologically secure knowledge and understanding of British history Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance) 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information , develop the use of historical terms Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can accept and reject sources based on valid criteria when carrying out particular enquiries	2.1.1 develop a chronologically secure knowledge and understand of British, local and world history Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms 2.1.1 study the achievements of the earliest civilisations Can understand overview and depth (link to the Maya) 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics 2.5.2 understand how our knowledge of the past is constructed from a range of sources Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry

	Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics		2.7.1 understand how our knowledge of the past is constructed from a range of sources Can accept and reject sources based on valid criteria when carrying out particular enquiries Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics
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	Historical knowledge - Constructing the past 2.1.1 - Sequencing the past 2.2.1 History concepts - Change and development/Similarity and difference 2.3.1 - Cause and effect 2.4.1 - Significance and interpretations 2.5.1, 2.5.2 Historical enquiry - Planning and carrying out an historical enquiry 2.6.1 - Using sources as evidence 2.7.1		
2021-2022	Term 1	Term 3	Term 5
	Victorians (+ link to local study)	Anglo-Saxons	Vikings
Yr 3	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history 2.1.1 establish clear narratives within and across the periods they study Can identify details from several themes, societies, events and significant people covered in local, national and global history 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history Can identify details from several themes, societies, events and significant people covered in local, national and global history 2.3.1 address and devise historically valid questions about	2.1.1 establish clear narratives within and across the periods they study Can identify details from several themes, societies, events and significant people covered in local, national and global history 2.2.1 develop a chronologically secure knowledge and understanding of British, local and world history Can sequence some events, objects, themes, periods and people from topics covered, by

	Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics 2.4.1 address historically valid questions about cause Can describe some relevant causes for, and effects on, some of the key events and developments covered 2.5.1 address historically valid questions about significance Can select what is most significant in a historical account 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information, develop the appropriate use of historical terms Can ask valid questions for enquiries and answer using a number of sources	change, similarity and difference. Note connections, contrasts and trends over time Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information, develop the appropriate use of historical terms Can ask valid questions for enquiries and answer using a number of sources 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can understand how sources can be used to answer a range of historical questions	providing a few dates and/or period labels and terms 2.4.1 address historically valid questions about cause Can describe some relevant causes for, and effects on, some of the key events and developments covered 2.5.1 address historically valid questions about significance Can select what is most significant in a historical account 2.5.2 understand how our knowledge of the past is constructed from a range of sources The pupil can provide a reason why two accounts of the same event might differ 2.6.1 construct informed responses that involve the thoughtful selection and organisation of relevant historical information Can ask valid questions for enquiries and answer using a number of sources 2.6.1 develop the appropriate use of historical terms Can ask valid questions for enquiries and answer using a number of sources. 2.7.1 understand how our knowledge of the past is constructed from a range of sources The pupil can provide a reason why two accounts of the same event might differ
Yr 4	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history 2.1.1 establish clear narratives within and across the periods they study	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history	2.1.1 establish clear narratives within and across the periods they study Can identify details from local, national and global history to demonstrate some overall

	Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can make valid statements about the main similarities, differences and changes occurring within topics 2.4.1 address historically valid questions about cause Can comment on the importance of causes and effects for some of the key events and developments within topics 2.5.1 address historically valid questions about significance Can explain why some aspects of historical accounts, themes or periods are significant 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information, develop the appropriate use of historical terms Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses	Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can make valid statements about the main similarities, differences and changes occurring within topics 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information, develop the appropriate use of historical terms Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses 2.7.1 understand how our knowledge of the past is constructed from a range of sources The pupil can recognise possible uses of a range of sources for answering historical enquiries.	awareness of themes, societies, events and people 2.2.1 develop a chronologically secure knowledge and understanding of British, local and world history Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms 2.4.1 address historically valid questions about cause Can comment on the importance of causes and effects for some of the key events and developments within topics 2.5.1 address historically valid questions about significance Can explain why some aspects of historical accounts, themes or periods are significant 2.5.2 understand how our knowledge of the past is constructed from a range of sources The pupil can comment on a range of possible reasons for differences in a number of accounts 2.6.1 construct informed responses that involve the thoughtful selection and organisation of relevant historical information Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses 2.6.1 develop the appropriate use of historical terms
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			Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses 2.7.1 understand how our knowledge of the past is constructed from a range of sources The pupil can recognise possible uses of a range of sources for answering historical enquiries
Yr 5	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history 2.1.1 establish clear narratives within and across the periods they study Can understand some features associated with themes, societies, people and events 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics 2.4.1 address historically valid questions about cause Can place several valid causes and effects in an order of importance relating to events and developments 2.5.1 address historically valid questions about significance Can describe the significant issues in many of the topics covered 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information, develop the appropriate use of historical terms Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history Can understand some features associated with themes, societies, people and events 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance) 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information, develop the appropriate use of historical terms Can reach a valid conclusion based on devising and answering	2.1.1 establish clear narratives within and across the periods they study. Note contrasts and connections over time Can understand some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural. Will be able to make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons. 2.2.1 develop a chronologically secure knowledge and understanding of British, local and world history Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms 2.4.1 address historically valid questions about cause Can place several valid causes and effects in an order of importance relating to events and developments

		questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry) 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can accept and reject sources based on valid criteria when carrying out particular enquiries	2.5.1 address historically valid questions about cause and significance Can describe the significant issues in many of the topics covered 2.5.2 understand how our knowledge of the past is constructed from a range of sources Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics 2.6.1 construct informed responses that involve the thoughtful selection and organisation of relevant historical information, develop the appropriate use of historical terms Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry 2.6.1 develop the appropriate use of historical terms Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics
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	Historical knowledge - Constructing the past 2.1.1 - Sequencing the past 2.2.1 History concepts - Change and development/Similarity and difference 2.3.1 - Cause and effect 2.4.1 - Significance and interpretations 2.5.1, 2.5.2 Historical enquiry - Planning and carrying out an historical enquiry 2.6.1 - Using sources as evidence 2.7.1		
2022-2023	Term 1	Term 3	Term 5
	Romans	Local study (canals, linking to Victorians/Romans)	Journeys
Yr 3	2.2.1 develop a chronologically secure knowledge and understanding of British, local and world history Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics 2.5.1 regularly address and devise historically valid questions about significance Can select what is most significant in a historical account (e.g. describe in some detail	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history 2.1.1 establish clear narratives across the periods they study Can identify details from several themes, societies, events and significant people covered in local, national and global history 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics 2.4.1 address historically valid questions about cause Can describe some relevant causes for, and effects on, some of the key events and developments covered 2.5.1 address historically valid questions about significance	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history 2.1.1 establish clear narratives across the periods they study Can identify details from several themes, societies, events and significant people covered in local, national and global history 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics 2.4.1 address historically valid questions about cause

	some of the most significant features of Roman Britain) 2.5.2 understand how our knowledge of the past is constructed from a range of sources The pupil can provide a reason why two accounts of the same event might differ 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information, develop the appropriate use of historical terms Can ask valid questions for enquiries and answer using a number of sources 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can understand how sources can be used to answer a range of historical questions	Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality 2.6.1 construct informed responses that involve selection of relevant information, develop the appropriate use of historical terms Can ask valid questions for enquiries and answer using a number of sources. Can use common words and phrases relating to the passing of time Can independently devise a range of historically valid questions for a series of different types of enquiry. Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?'. Will use a range of relevant historical terms 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can understand how sources can be used to answer a range of historical questions	Can describe some relevant causes for, and effects on, some of the key events and developments covered 2.5.1 address historically valid questions about significance Can select what is most significant in a historical account 2.7.1 understand how our knowledge of the past is constructed from a range of sources The pupil can provide a reason why two accounts of the same event might differ
Yr 4	2.2.1 develop a chronologically secure knowledge and understanding of British, local and world history Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms 2.3.1 address and devise historically valid questions about change, similarity and	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history 2.1.1 establish clear narratives across the periods they study Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history 2.1.1 establish clear narratives across the periods they study Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people

difference. Note connections, contrasts and trends over time Can make valid statements about the main similarities, differences and changes occurring within topics 2.5.1 regularly address and devise historically valid questions about significance Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, key event or a theme and why others are less important. Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today 2.5.2 understand how our knowledge of the past is constructed from a range of sources The pupil can comment on a range of possible reasons for differences in a number of accounts 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information, develop the appropriate use of historical terms Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?'	Can make valid statements about the main similarities, differences and changes occurring within topics 2.4.1 address historically valid questions about cause Can comment on the importance of causes and effects for some of the key events and developments within topics 2.5.1 address historically valid questions about significance Can explain why some aspects of historical accounts, themes or periods are significant 2.6.1 construct informed responses that involve selection of relevant information, develop the appropriate use of historical terms Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses 2.7.1 understand how our knowledge of the past is constructed from a range of sources The pupil can comment on a range of possible reasons for differences in a number of accounts	2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can make valid statements about the main similarities, differences and changes occurring within topics 2.4.1 address historically valid questions about cause Can comment on the importance of causes and effects for some of the key events and developments within topics. 2.5.1 address historically valid questions about significance Can explain why some aspects of historical accounts, themes or periods are significant 2.7.1 understand how our knowledge of the past is constructed from a range of sources The pupil can comment on a range of possible reasons for differences in a number of accounts
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	Can answer the questions in some detail using a range of relevant and varied sources to support points made. Work will be clearly structured with contrasting viewpoints considered. Use a broad range of relevant historical terms. Will work independently and with confidence 2.7.1 understand how our knowledge of the past is constructed from a range of sources The pupil can recognise possible uses of a range of sources for answering historical enquiries		
Yr 5	2.2.1 develop a chronologically secure knowledge and understanding of British, local and world history Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance) 2.5.1 regularly address and devise historically valid questions about significance Can describe the significant issues in many of the topics covered 2.5.2 understand how our knowledge of the past is constructed from a range of sources	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history 2.1.1 establish clear narratives across the periods they study Can understand some features associated with themes, societies, people and events 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics 2.4.1 address historically valid questions about cause Can place several valid causes and effects in an order of importance relating to events and developments 2.5.1 address historically valid questions about significance Can describe the significant issues in many of the topics covered 2.6.1 construct informed responses that involve selection of relevant information, develop the appropriate use of historical terms	2.1.1 develop a chronologically secure knowledge and understanding of British, local and world history 2.1.1 establish clear narratives across the periods they study Can understand some features associated with themes, societies, people and events 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics 2.4.1 address historically valid questions about cause Can place several valid causes and effects in an order of importance relating to events and developments 2.5.1 address historically valid questions about significance

	Can identify different interpretations for events, developments and people covered in a range of upper Key Stage 2 topics 2.6.1 construct informed responses that involve thoughtful selection and organisation of relevant historical information, develop the appropriate use of historical terms Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can accept and reject sources based on valid criteria when carrying out particular enquiries	Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can accept and reject sources based on valid criteria when carrying out particular enquiries	Can describe the significant issues in many of the topics covered 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can confidently identify the ways in which interpretations of the same event or person can differ. Can explain why there may be differing interpretations and will make reference to the differing types of representation. Can also understand why there may be some similarities in the interpretations
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