

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**

Annual Basis Year 6

Greeks	Migration (+ link to local study)	Mayans
2.2.1 develop a chronologically secure knowledge and understanding of British, local and world history Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, 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 compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication)	2.2.1 develop a chronologically secure knowledge and understanding of British, local and world history Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using 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 compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change	2.1.1 establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation. Will begin to make links and group them into themes, e.g. social, cultural.

2.5.1 address and devise historically valid questions about significance Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks. Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today 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 and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries	2.4.1 address and devise historically valid questions about cause Can explain the role and significance of different causes and effects of a range of events and developments 2.5.1 address and devise historically valid questions about significance Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance 2.5.2 understand how our knowledge of the past is constructed from a range of sources Can explain how and why it is possible to have different interpretations of the same event or person 2.6.1 construct informed responses that involve thoughtful selection and organisation, develop appropriate use of historical terms Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement 2.7.1 understand how our knowledge of the past is constructed from a range of sources Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries	Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians. 2.3.1 address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change 2.4.1 address and devise historically valid questions about cause Can explain the role and significance of different causes and effects of a range of events and developments 2.5.1 address and devise historically valid questions about significance Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Maya civilisation. Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance
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