

# History

COMPARISON					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses					
<b>Compare and contrast</b>					
Identify similarities and differences between ways of life within living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
Identifying similarities and differences helps us to make comparisons between life now and in the past.	A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.	Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.	Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.	Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.
Memory Box (Compare everyday items including toys, transport and technology such as hairdryers)	Towers, Tunnels and Turrets (Visit Warwick Castle and look at what it would look like to live in the Medieval times)	Tribal Tales (Comparing Stone Age, Bronze Age and Iron Age homes and shelter)	I am Warrior (Comparing Romans and Greeks with a focus on architecture, religion or inventions)	Off with her Head (Compare Tudor and London including building such as The Globe, the Royal Family and everyday life)	A Child's War (Find out about school life and use photographs to compare homes from war time to modern day)

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HUMANKIND					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry.'</p> <p><b>Everyday life</b></p>					
Describe an aspect of everyday life within living memory.	Describe the everyday lives of people in a period within or beyond living memory.	Describe the everyday lives of people from past historical periods.  Describe everyday life in a Roman town, including jobs, houses and schooling.	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Explain how everyday life changed for people after a major change such as invasion or change of religion.	Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.
Aspects of everyday life include houses, jobs, objects, transport and entertainment.	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming.  Aspects of everyday life in a Roman town	The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity	Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.	War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.
Memory Box (Describe everyday objects such as toys, books, technology)	Street Detectives (Describe and compare shops)	Tribal Tales (Use of tools and farming)	I Am Warrior (How the Romans impact life today)	Off with her Head! (How Tudor life changed after changing from a Catholic to Church of England)	A Child's War (Imagine moving and packing your belongings in a shoe box, compare

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		Tremors (Describe what life was like in Pompeii)			Jewish and German children in the war, look at pictures of displaced people and read letters from soldiers at war)
<b>Hierarchy and Power</b>					
Describe the role of a monarch.	Describe the hierarchy of a past society.	Describe the roles of tribal communities and explain how this influenced everyday life.	Describe the hierarchy and different roles in ancient civilisations.	Describe the significance and impact of power struggles within Tudor Britain and the various monarchs of the Tudors.	Describe and explain the significance of a leader or monarch.
A monarch is a king or queen who rules a country.	Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.	Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.	Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.	To know the hierarchy and power structure of Tudor Britain including Henry VIII's separation from the Catholic church and the creation of the Church of England as well as which Tudor monarchs were Catholic or Protestant.	Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.
Bright Lights, Big Cities (the role of Queen Elizabeth II)	Towers, Turrets and Tunnels (discuss who would have lived in the castles in the past)	Tribal Tales (find out about Stone Age families and communities)	I Am Warrior (understand how the hierarchy of the Roman Empire e.g. Emperor, slaves)	Off with her Head! (Henry VIII creating Church of English, Mary I being Catholic and Elizabeth I protestant.	A Child's War (Look at world leaders at the time of the war including characteristics and beliefs)

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Civillisations					
		<p>1. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>2. Describe the achievements and influence of the ancient Greeks on the wider world.</p>	<p>1. Describe the significance and impact of power struggles on Britain.</p> <p>2. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>Study a feature of a past civilisation or society.</p>	<p>1. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>2. Describe some of the greatest achievements of mankind and explain why they are important.</p> <p>3. Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p>
		<p>1. The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p>	<p>1. The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p>	<p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p>	<p>1. The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p>

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		<p>2.The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.</p>	<p>2.The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p>		<p>2.A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>3. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p>
		<p>1.Tribal Tales (Stone Age to Iron Age)</p>	<p>1.Traders and Raiders (Vikings – customs, social structures)</p>	<p>Pharaohs (the legacy of the Egyptians, analyzing artefacts, Egyptian Gods, burial rituals, role of the</p>	<p>1.Hola Mexico (Find out about Mayan civilization, festivals and ceremonial clothing)</p>

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		2. Gods and Mortals (Ancient Greeks)	2. I Am Warrior (Romans – numerical systems, architecture, inventions etc)  2. Road Trip USA (Find out about the Native American Iroquois tribe)	Pharaoh, Tutankhamun's tomb	2. Darwin's Delights (Find out about Charles Darwin and why was he so important?)  3. A Child's War (Look at world leaders at the time of the war including characteristics and beliefs)
<b>CHANGE</b>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day <b>Changes over time</b>					
Describe changes within living memory (approximately 100 years).	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Frame historically valid questions about continuity and change and construct informed responses.	Describe the causes and consequences of a significant event in history.
Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances	Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups

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				decline and become smaller, worse or less important.	of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.
Memory Box (bring objects in from home to compare)	Street Detectives (how towns including shops have changed)	Scrumdiddlyumptious (James Lind and his work)  Gods and Mortals (how everyday life has changed from Greek to modern)	Traders and Raiders (ask questions about life)  I Am Warrior (ask and find out what the Romans did for us?)	Off with her Head! (How Stratford Upon Avon has changed)	Frozen Kingdom (Imagine you are an investigating engineer reporting their findings on why the Titanic sank)
<b>British History</b>					
Describe a significant historical event in British history.	Describe and explain the importance of an individual's achievements.	Describe how a significant event or person in British history changed or influenced how people live today.	Explain the cause, consequence and impact of invasion and settlement in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Debate the significance of a historical person, event, discovery or invention in British history.
Significant historical events include those that cause great change for large numbers of people.	Important individual achievements include great discoveries and actions that have helped many people.	Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health,	Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in	Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.	Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in

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		knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.	kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.		technologies or exploration.
Bright Lights, Big Cities (Great Fire of London)	Land Ahoy! (The life of Captain Cook)	Scrumdiddlyumptious (James Lind)	Traders and Raiders (Gather information about Anglo-Saxon settlers)	Off with her Head! (Anne Boleyn, Battle of Bosworth, Henry VIII)	A Child's War (The Blitz and end of war celebrations)  Darwin's Delights (Mary Anning and Charles Darwin)  Frozen Kingdom (Polar explorations)
<b>Chronology</b>					
Order information on a timeline.	Sequence details about an event beyond living memory in chronological order.	Sequence dates and information from several historical periods on a timeline.	Sequence significant dates about events within a historical time period on historical timelines.	Sequence, and make connections between, periods of world history on a timeline.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.
Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time,	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements,	Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

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	from a few years to millions of years.	larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.	scientific developments and deaths.	BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.	
Bright Lights, Big Cities (Great Fire of London)  Memory Box (order modes of transport)	Land Ahoy! (sequence famous sea explorers)  Towers, Tunnels, Turrets (order castles)	Tribal Tales (order chronology of Stone Age to Iron Age)  Gods and Mortals (key events from Ancient Greek times)	I Am Warrior (order events of Roman Empire)  Traders and Raiders (order timeline of kings and significant events)	Pharaohs (timeline to show how ancient civilisation developed)  Off with her Head! (timeline of Henry VIII's life)	A Child's War (Timeline of events of WWII)  Darwin's Delights (timeline of the life and work of Darwin)  Frozen Kingdom (show history and development of polar exploration)  Tomorrow's World (history of computing)
<b>SIGNIFICANCE</b>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world					
<b>Significant Events</b>					
Identify some key features of a significant historical event beyond living memory.	Explain why an event from the past is significant.	Explain the cause and effect of a significant historical event.	Explain in detail the multiple causes and effects of a significant historical event.	Explain why an aspect of world history is significant.	Present a detailed historical narrative about a significant global event.
Significant historical events include those that cause great change for	Significant events affect the lives of many people over a long period of time	The causes of a significant event are the things that make the event happen	Every significant historical event has a cause or a number of causes, such as	Aspects of history are significant because they had an impact on a vast	Historical narratives can describe long- and short-term causes and

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large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.	and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11 <sup>th</sup> November to remember the end of the First World War.	and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.	number of people, are remembered and commemorated or influence the way we live today.	consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.
Bright Lights, Big Cities (Great Fire of London)  Dinosaur Planet	Towers, Turrets and Tunnels (the significance of Armistice Day – link with soldiers digging trenches in WW1)	Gods and Mortals (significance of Battle of Marathon)  Tremors (impact of discovering Pompeii)	Road Trip USA! (Impact on Native Americans)	Off with her Head! (Henry VIII breaking away from Catholic Church)  Stargazers (Mood landing)	A Child's War (produce a detailed timeline/narrative of key events of WWII)
<b>Significant People</b>					
Explain why a significant individual is important.	Describe the impact of a significant historical individual.	Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Construct a profile of a significant leader using a range of historical sources.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
Significant individuals have helped people, stood up for their beliefs, made	The impact of significant historical individuals can include greater	People become historically significant when their actions have created	A profile of a leader can include their significant achievements, the events	Beliefs can prompt an individual to take action, such as to fight for	Decisions can be made for a variety of reasons, including belief, lack of

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discoveries or provided leadership. Significant individuals in history include Mary Anning, Sir Francis Beaufort, Rosa Parks and Neil Armstrong.	knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Helen Keller, Grace Darling, Jesse Owens and Isambard Kingdom Brunel.	change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes.	in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.	change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.	options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.
Dinosaur Planet (Mary Anning)  Splendid Skies (Sir Francis Beaufort)  Superheroes (Rosa Parks or Florence Nightingale)	Land Ahoy! (Grace Darling, Captain Cook)  Towers, Tunnels, Turrets (Isambard Kingdom Brunel)	Scrumdiddlyumptious (James Lind)	I Am Warrior (Boudicca, Caesar, Emperor Claudius)	Off with her Head! (Anne Boleyn, Henry VIII)  Pharaohs (Cleopatra)  Stargazers (Galileo)	Darwin's Delights (Mary Anning)  Frozen Kingdom (Captain Robert Scott)  Tomorrow's World (Two influential figures who brought about social reform)
<b>CREATIVITY</b>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p><b>Report and Conclude</b></p>					

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Present historical information in a simple non-chronological report, fact file, story or biography.	Present historical information in a simple non-chronological report, fact file, story or biography.	Make choices about the best ways to present historical accounts and information.	Present a thoughtful selection of relevant information in a historical report or in-depth study.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without 12rganizing it into chronological order.	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
Bright Lights, Big Cities (listen to stories and look at pictures about the Great Fire of London)	Land Ahoy! (Biography about a pirate)  Towers, Tunnels and Turrets (Fact File or Non-chronological report)	Tremors (Volcano fact file or poster)  Tribal Tales (Bronze Age leaflet)  Gods and Mortals (Timeline)	I am Warrior Potions (Diagrams/ labels)  Traders and Raiders (Written text)	Pharaohs (understanding and accuracy of mummification process)  Stargazers (accuracy of resources about the moon landing)	Frozen Kingdom (research about the unsinkable Titanic including the different class system on board)  A Child's War (first hand accounts of soldier's letters home)
<b>Communication</b>					

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Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use the historical terms year, decade and century.	Use historical terms to describe different periods of time.  Ask well composed historical questions about aspects of everyday life in ancient periods.	Use more complex historical terms to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Use abstract terms to express historical ideas and information.
Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.  Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change.	Historical terms include abstract nouns, such as invasion and monarchy.	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.	Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.
Bright Lights, Big Cities (order the events of the Great Fire of London)  Memory Box (compare modes of transport and order using words such as first, then next)	Land Ahoy! (How long did it take for pirates to travel in years.)  Towers, Tunnels and Turrets (understanding that castles were building in different centuries)	Tremors (Pompeii was destroyed in 79AD)  Tribal Tales (putting Stone Age to Iron Age on a British timeline to present day using AD and BC)	I am Warrior (investigating the invasion of Britain and who emperors were)	Off with her Head! (understanding the Tudor monarchy)	Hola Mexico (look at images illustrating a range of aspects from Mayan civilization. Learn about empire, civilization, invasion and sacrifice)

PLACE

# History

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Local History</b>					
Describe important events in the school's history.	Describe, in simple terms, the importance of local events, people and places.	Analyse a range of historical information to explain how a national or international event has impacted the locality.	Describe and explain the impact of a past society on a local settlement or community.	Investigate evidence of invasion and settlement in the locality.	Present an in-depth study of a local town or city, suggesting how to source the required information.
Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.	A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.	Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.	Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
Memory Box – timeline of historical events in their own life time  MK week – focusing on the history of the school and the Fairfields area.	Street Detectives – important buildings  MK Week – focussing on Stony Stratford and its history	MK Week – new technologies such as Starfleet delivery and how the city was built	I Am Warrior (How the Roman invention of roads has had an effect on MK infrastructure)  MK Week – creation of human features in MK	MK Week (understand the long term history of MK, including early settlements, Roman villas and the creation of Milton Keynes)	A Child's War (understand and explain the significance of Bletchley Park and code breaking during WWII)

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			including buildings, canals and roads		Visit Bletchley Park and/or local war memorials.
<b>MATERIALS</b>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed					
<b>Artefacts</b>					
Use a range of historical artefacts to find out about the past.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	Make deductions and draw conclusions about the reliability of a historical source or material.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	Identify bias in historical source materials.	Ask perceptive questions to evaluate an artefact or historical source.  Identify different types of bias in historical sources and explain the impact of that bias.
Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.	Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. For example, written accounts may be biased, depending on the viewpoint of the writer.	Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.	Bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced. Biased sources can contain positive or negative information. Biased sources may also miss out key facts that don't fit with the author's opinion or include incorrect information.	Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'

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					Different types of bias include political, cultural or racial.
Memory Box (Comparing toys)	Street Detectives (Pictures of buildings)	Tribal Tales (Cave paintings and what this tells us about Stone Age life)  Tremors (Pompeii – Pliny the Elder letters and photographs)	Traders and Raiders (Sutton Hoo – analyzing artefacts found and what this tells us about the mystery)  I Am Warrior! (Roman ruins, coins, letters)	Pharaohs (what do artefacts tells us about Tutankhamun and Egyptians, what does it not tell us?)  Off with her Head! (analyzing sources about was Henry III a good king)	A Child’s War (analyse the effectiveness of sources in WWII including propaganda and letter from soldiers)