



**History long-term overview incorporating Breadth of Study and Threshold Concepts and skills YR-**

**Y6**

**Threshold Concepts (KS1 and KS2):** These are designed to be advanced throughout the primary years. This reflects the nature of growing depth and mastery. They should be repeatable. They become both the planning and assessment foci.

<p>Breadth of Study KS1: What will be covered?</p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</li> <li>• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<b>Threshold Concepts</b>			
	<p><b>Investigate and interpret the past</b></p> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p><b>Build an overview of world history</b></p> <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<p><b>Understand chronology</b></p> <p>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<p><b>Communicate historically</b></p> <p>This concept involves using historical vocabulary and techniques to convey information about the past</p>

**YR**

**Y1** Seaside, The Great Fire of London, Oceans and Continents

	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past. <i>(With support ask simple questions about evidence such as 'Why did the fire start? What happened on the night 2<sup>nd</sup> Sept 1666)</i></li> <li>• Ask questions such as: What was it like for people? What happened? How long</li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events. <i>(With support can describe the events leading up to and during The Great Fire of London.)</i></li> <li>• Describe significant people from the past. <i>(With support describe who Samuel Pepys was. Why was he important?) (Describe who Captain Cook was</i></li> </ul>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line. <i>(With support place events leading up to, during and after The Fire of London on a timeline.)</i></li> <li>• Label time-lines with words or phrases such as: past, present, older and newer.</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <i>(With support describe how long ago The Great Fire of London was and when Captain Cook lived.)</i></li> <li>• Show an understanding of the</li> </ul>
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	<p>ago? <i>(With support ask questions that link to topic and allow children to explore historical aspects – such as ‘Why did people begin to visit the seaside?’)</i> (With support, ask how people would have felt, what did parliament do? Why did the city burn so quickly?)</p> <ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, online sources and databases (newspapers and photos showing holiday makers) to find out about the past. <i>(With support look at Video resources, extracts from Samuel Pepys diary, online sources.)</i></li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<p>and why he is important.)</p> <ul style="list-style-type: none"> <li>• Recognise that there are reasons why people in the past acted as they did. <i>(With support, understand that Samuel Pepys raised the alarm to King Charles II and advised the pulling down of houses to stop the fire. Understand that his diary writing gives a true picture of the time.)</i> (What was important about Captain Cook and what did he discover?)</li> </ul>	<ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate. <i>(With support understand dates when going to the seaside began to be used for pleasure in Victorian times.)</i> (Understand that The Great Fire of London took place in Stuart times in 1666)</li> </ul>	<p>concept of nation and a nation’s history.</p> <ul style="list-style-type: none"> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul> <p><i>(Some understanding that Samuel Pepys was a member of parliament and King Charles II at part of our Monarchy.)</i></p> <p><i>(One week for War and peace – visit to war memorial – event commemorated globally every year).</i></p>
<p>Enrichment for Y1</p>	<p>Trip to: Workshop for Great Fire of London/trip TBC</p>			
<p><b>Florence and Mary Seacole– Lives of significant individuals (Windsor Castle), Islands, Coronation – Key events in the past, significant historical events</b></p>				
<p><b>Y2</b></p>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past. <i>(More independently ask more complex questions about evidence and report findings such as ‘Why do we have a royal family?’ ‘Why did the Queen become the Queen?’ ‘Why did Florence become a nurse?’)</i></li> <li>• Ask questions such as: What was it like for people? What happened? How long ago? <i>(More independently ask questions to explore historical events such as ‘How did people celebrate the Coronation?’)</i></li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past. <i>(More independently compare</i></li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events. <i>(More independently describe Florence Nightingale’s actions in the Crimean War or describe Queen Elizabeth’s Coronation)</i></li> <li>• Describe significant people from the past. <i>(More independently describe Florence Nightingale’s influence upon nursing. Describe how and why the Queen took the throne.)</i></li> <li>• Recognise that there are reasons why people in the past acted as they did. <i>(More independently explain why Florence became a nurse and why she worked with the Government to put sanitisation in hospitals. What stereotypes did both</i></li> </ul>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line. <i>(More independently, place events leading up to the Coronation on a timeline or events in Florence’s life).</i></li> <li>• Label time lines with words or phrases such as: past, present, older and newer. <i>(More independently, label events leading up to the Coronation on a timeline or events in Florence’s life).</i></li> <li>• Recount changes that have occurred in their own lives. <i>(More independently, look at how the Royal family has grown (marriage of Harry to Megan, their son Archie being born, Harry and Megan leaving royal duties.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <i>(More independently compare the royal family (weddings/births to when their parents were young. Use of decades. Use of ‘a long time ago’ and ‘centuries’)</i></li> <li>• Show an understanding of the concept of nation and a nation’s history. <i>(More independently, explore and explain that a nation is a community of people living in one place with a common languages, history and culture)</i></li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and</li> </ul>



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	<p>different resources. Begin to understand how some are more reliable than others.)</p> <ul style="list-style-type: none"> <li>Identify some of the different ways the past has been represented. (More independently explore evidence such as: primary and secondary resources such as books, newspaper articles, internet sites, photos, personal recounts.)</li> </ul>	<p>Mary and Florence beak? Why?)</p>	<ul style="list-style-type: none"> <li>Use dates where appropriate. (More independently use important dates linked to both Florence and The Royal family.)</li> </ul>	<p>peace- (More independently, explain that a monarch (the Queen) is the head of Parliament, a democracy is...)</p> <p>(One week for War and peace – visit to war memorial – event commemorated globally every year).</p>
<p>Enrichment for Y2</p>	<p>Trips to: Windsor Castle, local church war memorial Visit from Florence Nightingale.</p>			
<p><b>Ongoing continuous provision for KS1</b></p>	<ul style="list-style-type: none"> <li></li> </ul>	<p>Remembrance day.</p> <p>D-day- or other significant historical events to commemorate past events.</p>	<p>Celebrate the Queen’s birthday – why does she have 2?</p>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>Musical Vocabulary for KS1</b></p>				
<p><b>KS2: Breadth of study</b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> <li>The Roman Empire and its Impact on Britain.</li> <li>Britain’s settlement by Anglo Saxons and Scots.</li> <li>The Viking and Anglo Saxon struggle for the Kingdom of England.</li> <li>A local history study.</li> <li>A study of a theme in British history.</li> <li>Early Civilizations achievements and an in-depth study of one of the following: Ancient</li> </ul>	<p align="center"><b>Threshold Concepts</b></p>			
	<p><b>Investigate and interpret the past</b></p> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p><b>Build an overview of world history</b></p> <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<p><b>Understand chronology</b></p> <p>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p><b>Communicate historically</b></p> <p>This concept involves using historical vocabulary and techniques to convey information about the past.</p>



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<p>Sumer; The Indus Valley; <b>Ancient</b></p> <p><b>Egypt</b>; The Shang Dynasty.</p> <ul style="list-style-type: none"> <li>• <b>Ancient Greece.</b></li> <li>• <b>A non- European society that contrasts with British history</b></li> </ul> <p>chosen from:</p> <ul style="list-style-type: none"> <li>• Early Islamic Civilization</li> <li>• <b>Mayan Civilization</b></li> <li>• Benin.</li> </ul> <p><b>History of interest to pupils*</b></p> <p>* Items marked * are not statutory.</p>	<p><b>Egypt – Early civilization achievements. History that is of an interest to pupils, Binfield local history study, Stone Age to Iron Age – Changes in Britain from Stone Age to Iron Age. Themes in British History.</b></p>			
<p>Y3</p>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past. <i>(Begin to understand Primary and Secondary sources of evidence and how we can use these to ask questions. 'How do we know Tutankhamen was royal by evidence left in his tomb?' What can cave paintings tell us about the Stone Age?' How does Skara Brae inform us of what stone age times were like?' 'What can authors tell us about Ancient times?'</i></li> <li>• Suggest suitable sources of evidence for historical enquiries. <i>(With guidance, explore different sources of evidence and why some may be more suitable to certain areas of historic enquiry than others.)</i></li> <li>• <del>Use more than one source of evidence for historical enquiry in order to gain a more</del></li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history. <i>(Local history study. How has the village changed? Housing/jobs/amenities? Links to Iron Age times/industry (brick making/ WW1/2 – there are resources in the History cupboard detailing shops in the village and maps of the village.)</i></li> <li>• Give a broad overview of life in Britain from ancient until medieval times. <i>(Main changes from hunter gatherers to farmers, how did this influence change?)</i></li> <li>• Compare some of the times studied with those of other areas of interest around the world. <i>(Compare the ancient</i></li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates. <i>(Time line of Ancient Egyptians/different Pharos over time. Time line to show just how long the Stone aged lasted for, post it note each century to start with then each million years to give children a real understanding of just how long the Stone Age period was. Time line for Celts showing Roman invasion ready for Yr 4.)</i></li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line. <i>(Using timeline show how 1<sup>st</sup> man was in Palaeolithic period use stone tools that already had a cutting</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:             <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>



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	<p>accurate understanding of history.</p> <ul style="list-style-type: none"> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <i>(Pre-history – no written evidence. How King Tut died. Why are there different accounts?)</i></li> <li>Suggest causes and consequences of some of the main events and changes in history. <i>(Akenaten dies, Tut becomes King aged 9 What did Akenaten do to make him so hated?. Change from hunter gathers to farming in Stone Age to Iron Age – impact upon our lives now.)</i></li> </ul>	<p>Egyptians to Norte Chico Civilisation</p> <ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society. <i>(Religious beliefs of Ancient Egyptians. Irrigation of the Nile, trading, slavery, Pharaohs. Religious beliefs of Celts. Life such as farming, wars. Lots of this covered at Ufton. Can be written as a trip recount.)</i></li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <i>(Religious beliefs of Ancient Egyptians. Irrigation of the Nile, trading. Life in Stone Age -can use Stone Age Boy cross curricular story to look at everyday lives, religious beliefs of Celts life such as farming fence whittling. Lots of this covered at Ufton. Can be written as a trip recount.)</i></li> </ul>	<p><i>edge found in nature and may have eaten flesh of already dead animals compared to later on in Mesolithic period when they sharpened tools to use and hunted animals then Neolithic period.)</i></p> <ul style="list-style-type: none"> <li>Use dates and terms to describe events. <i>(Use words such as Palaeolithic period, Mesolithic period and Neolithic period)</i></li> </ul>	
Enrichment for Y3	Egyptian day Ufton Court day trip.			
	Romans – The Roman Empire and its impact on Britain, Rainforests, Mayans/Extreme Earth/Dragons – Non-EU society that contracts with British History.			
Y4	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past. <i>(Independently refer to Primary sources such as artefacts found on digs and secondary sources such as internet sites and articles to inform understating and answer questions about Roman and Mayan life.)</i></li> <li>Suggest suitable sources of evidence for historical enquiries. <i>(Building on past knowledge of suitability of sources, begin to choose and suggest best</i></li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history. <i>(Caesars Camp, Nine Mile ride – linked to Romans.)</i></li> <li>Give a broad overview of life in Britain from ancient until medieval times. <i>(Building on Iron Age explain how Roman Empire has influenced our lives now – roads, housing, piping).</i></li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates. <i>(Rise and fall of the Roman empire. Use of timeline to understand that the Roman Empire spans 1200 years. Use of posted notes every 100 years to aid understanding of time period. Mayan timeline and use of post it's to show every 100 years and to show that Mayans</i></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in</li> </ul>



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	<p>sources to use for exploring different areas of historic enquiry. <i>Begin to realise that not all resources are reliable and why ie - Wikipedia. Also, begin to match certain resources to different historic enquiry, books, website and actual resources).</i></p> <ul style="list-style-type: none"> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <i>(Use of books, internet and physical resources).</i></li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history. <i>(Invasion of the Romans, what did we gain from it – roads, plumbing, materials, brick houses. Mayans – what brought about the fall of the Mayans?) (What happened to Pompeii? Why didn't they leave? Why build their house there?)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world. <i>(Romans to the Gupta Empire. Mayans to Ancient Egyptians).</i></li> <li>• Describe the social, ethnic, cultural or religious diversity of past society. <i>(Roman empire, Gods such as Saturn, social activities such as banquets. Mayan way of life and beliefs, Gods such as the Maize God, how they lived.)</i></li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <i>(Life within the Roman Army, life within Rome – jobs ect. roads, baths, materials used for clothing and weapons at that time. Mayans – jobs, how they lived, temples, sacrifices, football, food.) (What did the people of Pompeii think the Volcano was?)</i></li> </ul>	<p><i>were about for 3500 years.)</i></p> <ul style="list-style-type: none"> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line. <i>(Plot events onto a time line and be able to explain cause and consequence.)</i></li> <li>• Use dates and terms to describe events. <i>(Use words such as BC, AC, Jesus born, conquer, rule, territory, Boudicca, Caesar).</i></li> </ul>	<p>order to communicate information about the past.</p>
<p>Enrichment for Y4</p>	<p>Ufton Court Residential</p>			
		<p>Remembrance day.</p> <p>D-day- or other significant historical events to commemorate past events.</p>		
<p><b>Ancient Greece – Early civilisation achievements, History that is of an interest to pupils, Sustainability, Vikings/Anglo Saxons – Britain's settlements, Vikings and Anglo Saxons struggle for kingdoms of England, Themes in British History.</b></p>				
<p>Y5</p>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past. <i>(Independently refer to Primary sources such as artefacts found on digs and secondary sources such as internet sites and articles to inform understanding and answer questions about</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school. <i>(As part of the sustainability topic, look back Historically. How has the current climate and attitudes of</i></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <i>(Retreat of Romans and the impact this had culturally and socially on Britain and the invasion of</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> </ul> </li> </ul>



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	<p><i>Ancient Greece and Vikings/Anglo Saxons).</i></p> <ul style="list-style-type: none"> <li>• Select suitable sources of evidence, giving reasons for choices. <i>(Begin to select sources of evidence that are more suitable for what they are studying. I.e. – Primary resource of part of a pot may be more suitable than a photo.)</i></li> <li>• Use sources of information to form testable hypotheses about the past. <i>(Begin to choose evidence to prove their argument/research into their subject by ensuring it's suitable and able to stand up to criticism. Begin to justify why they have chosen that resource.)</i></li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past. <i>(Choose evidence to support their argument/research by using more than one type of resource to support evidence. Justify why they have chosen this evidence and ensure it stands up to criticism.)</i></li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past. <i>(Build on learning from Year 4 that in order to have a good understanding of a Historical event that many sources of evidence need to be considered to give a broader picture.)</i></li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	<p><i>people changed the village?)</i></p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world. <i>(Compare the Saxons with the Early Byzantine Empire).</i></li> <li>• Describe the social, ethnic, cultural or religious diversity of past society. <i>(Greek Gods, Myths, Living in Polis, Greeks belonged to their city, what was the job of soldiers called Hoplites). (What was life like for Britain once the Romans had left? What pushed Saxons and Vikings away from their homelands and what attracted them to invade Britain? Conversion of Saxons from pagan to Christian. Nords religion.)</i></li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <i>(Belief of many Greek Gods, belief of myths and ledges, daily life such as clothes, school, jobs, food, Greek scholars and impact today.) (Look at transport, craftsmanship, schooling, religion, food and clothing that Saxons and Vikings would have had.)</i></li> </ul>	<p><i>the Saxons and Vikings. Use of technology longboats, change of religions).</i></p> <ul style="list-style-type: none"> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change. <i>(Retreat of the Roman Army and invasion of Saxon and Vikings compared to prehistoric Stone Age learnt in Year 3.)</i></li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. <i>(Understanding of the changes that happened in Ancient Greece or Britain between Roman and Viking times, the cause and consequence of actions and the effect this had.)</i></li> <li>• Use dates and terms accurately in describing events. <i>(Begin to use these accurately and build on knowledge from Year 3 and 4 on just how long a decade/century is.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas. <i>(Use of PowerPoint, Green screen, online portals to display work, recording devices etc.)</i></li> </ul>
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Enrichment for Y5	Reading University Museum of Greek Archaeology			
	<span style="background-color: red; color: white;">Changing World</span> , <span style="background-color: yellow;">Woman in History</span> – Themes in British History, <span style="background-color: green; color: white;">Rivers</span>			
Y6	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices. <i>(Independently select sources of evidence that are more suitable for what they are studying. I.e. – Primary resource of torture device may be more suitable than a source from the internet.)</i></li> <li>Use sources of information to form testable hypotheses about the past. <i>With growing confidence, independently choose evidence to prove their argument/research into their subject by ensuring it's suitable and able to stand up to criticism. Begin to justify why they have chosen that resource.)</i></li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past. <i>(Independent and with growing accuracy choose evidence to support their argument/research by using more than one type of resource to support evidence. Justify why they have chosen this evidence and ensure it stands up to criticism.)</i></li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <i>(Understand how propaganda can influence people for example in WWII. Understand how propaganda is selective about the information</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. <i>(Changes in Society over time. Looking at: crime and punishment and aspects of cultural change from the Tudors, Stuarts and Victorians to modern History. Looking at society and the changes of attitudes towards different cultures, migration, suffragettes, LGBT.)</i></li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society. <i>(Discuss ethics of crime and punishment in today's society and compare to different time periods. Do they have the same ethics? What religious influence was there towards punishment or treatment?) (What impact was there during WWII?)</i></li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <i>(Explore how men, women and different races were treated. Were the punishments fair? Were their rights fair? What beliefs</i></li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <i>(Explore changes to society over time. Look at crime and Punishment and understand how political changes and religious changes would influence the types of crimes. What cultural changes influenced the punishments given or how different cultures were treated (Slavery, women's votes, disability legislation, schooling). As time went on what technological advances were there? ) (Describe the main changes on the world during WWII).</i></li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. <i>(Looking at the different eras, what themes of crime and punishment continued and what changed? How did different minority groups get treated, what laws came in to protect these people? What technological advances were there? How did schooling change?)</i></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:             <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li><i>(Can be used and shown in all areas of History work throughout the year.)</i></li> <li>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>



**History long-term overview incorporating Breadth of Study and Threshold Concepts and skills YR-  
Y6**

	<p><i>provided and can influence judgement and thought.)</i></p> <ul style="list-style-type: none"> <li>• <del>Understand that no single source of evidence gives the full answer to questions about the past.</del></li> <li>• Refine lines of enquiry as appropriate. <i>(Begin to understand that certain lines of enquiry will take them in different directions and they may have to refine their research to complement what part of History they are researching.)</i></li> </ul>	<p><i>influenced the punishments or treatment?) (What experience did men, woman and children have during WWII? What was the impact upon the world?) (Brief look at how rivers used to be used for transport and travel.)</i></p>	<p><i>(How was the world changed by WWII?)</i></p> <ul style="list-style-type: none"> <li>• Use dates and terms accurately in describing events. <i>(Use of era, century, decade, continuity, Tudors, Stewarts, Victorians, 20<sup>th</sup> century, 21<sup>st</sup> century) (Use dates for WWII)</i></li> </ul>	
Enrichment for Y6	Globe Theatre			
		<p>Remembrance day.</p> <p>D-day- or other significant historical events to commemorate past events.</p>		