

History at Oxenhope Primary School

Long Term Plan

Key Stage 1 Aims

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Love, Community, Growth

Year/Term	Topic	NC Content	Key Learning	Skills – Checkpoint / Reception	Enrichment
Reception Term 1a	To observe and talk about change over time. To understand and talk about events in their own lifetime.	Understand that people born before them are older. Recognise simple similarities and differences. Retell memories with support. Know that we grow from a baby to a child to an adult. Name members of their family.	Interactive birthday display demonstrating that some people are already 5 and some still 4. Sequence the photos in chronological order of Mrs P. Discuss the changes. Mrs P will share her memories of when she was younger. Adult will work with small groups to share their memories. Link with homes – Homes from the past .	<u>UW – Past and Present</u> Draw on own experiences and relate to stories in class or topic work (e.g I live in Oxenhope, I've decorated my bedroom etc). Places pictures in chronological order (up to 3) – baby, teenager, grandparent. Recognise differences between then and now (types of furniture, types of activities, clothing etc – in relation to them being babies.).	

<p>Reception Term 1b</p>	<p>To understand why we celebrate different events from the past.</p>	<p>Show some understanding of similarities and differences.</p> <p>Know that Guy Fawkes and the gunpowder plot are why we celebrate bonfire night.</p> <p>Know that Christmas Day is the day that Jesus was born.</p> <p>Comment on pictures of Remembrance Services.</p> <p>Understand the role of different occupations.</p> <p>Know that local buildings are old e.g. Church.</p>	<p>Learn about Guy Fawkes and the events that led up to the Gunpowder plot.</p> <p>Learn about Diwali.</p> <p>Remembrance Day.</p> <p>Mrs P will show old photos of her grandfathers who aren't here anymore. How was Mrs P's grandfather's fire engine different to the fire engines of today? The Nativity story introduction.</p> <p>Learn that the story took place a long time ago before any of us were born.</p> <p>Introduce the term – Tradition. Share the historical tradition of the Christmas tree.</p>	<p><u>UW Past and Present</u> Draw on own experiences and relates it to stories in class or topic work (e.g It's my birthday on Friday and we're having a party)</p> <p><u>UW People, Culture and Communities</u> Describe similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explain and enjoy joining in with family customs and routines.</p> <p>Describe similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p>	
<p>Reception Term 2a</p>	<p>To learn how to sequence events in the past.</p>	<p>Begin to organise events using basic chronology with support.</p> <p>Know that information can be retrieved from books, the internet, and people.</p> <p>Show an interest in characters and events in books showing lives in the past.</p> <p>Retells memories of events confidently.</p>	<p>Retell memories of how we celebrated Christmas. Which relatives did we see?</p> <p>How are grandparents different to you?</p> <p>Organise the journey of Eddie the Penguin in chronological order. Use a simple timeline to show where he went first/ next/ last</p> <p>To look at a map of the arctic circles from 100 years ago and</p>	<p><u>UW – People, Culture and Communities</u> Name, understand and explain that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	

		<p>Know that houses and transport have changed over time.</p> <p>Know some simple things about life in the past e.g., how people travelled around.</p>	<p>look on google earth now.</p> <p>Link with RE - The tradition of the Rakhi bracelet.</p>		
Reception Term 2b	To understand how things change and grow .	<p>Know some simple past tense phrases e.g. was, lived.</p> <p>Show an interest in how their life is different from their parents/grandparents.</p> <p>Begin to show an understanding of how their life is different from their parents and grandparents.</p> <p>Know that what book characters are wearing/doing helps us to understand what life was like at that time (e.g. similarities and differences).</p> <p>Begin to organise events using basic chronology with support. (Beanstalk.)</p> <p>Know how they have changed from when they were born to now.</p>	<p>Changes since they were babies – looking at real artefacts – objects from the past.</p> <p>New baby, Toddler, Pre-school child visits.</p> <p>What is the same and what is different?</p> <p>Ordering pictures in chronological order.</p> <p>Look closely at the changes that have happened to the beanstalk that we planted. How has it changed?</p> <p>School house names - What are they famous for?</p>	<p><u>UW – Past and Present</u> Talk about stories that are set in the past.</p> <p>Sort modern stories from traditional stories (Jack and the beanstalk.)</p> <p><u>UW – People, Cultures and Community</u> Name, understand and explains that some places are special to members of their community.</p> <p><u>UW – The Natural World</u> Explore and comment on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Care for growing plants after planting seeds.</p>	

		Know how their family is made up beyond themselves.		Explain how plants grow. Explain why respect and care for the natural environment and all living things is needed.	
Reception Term 3a	Dragons and dinosaurs	<p>Use the words now and a long time ago</p> <p>Begin to organise events using basic chronology recognising that some things happened before they were born.</p> <p>Bergin to understand that pictures, books, internet and artefacts can help us to understand about the past</p> <p>Begin to understand that characters and events in books can be used to show an understanding of lives in the past</p> <p>Know that once upon a time means a long time ago</p>	<p>What do we know about dragons/dinosaurs? Can we see them now? Why? Look at a timeline to show how far back they existed.</p> <p>When Mrs P was a little girl the internet did not exist.</p> <p>Incubation of chicks. Look at the life cycle. Record the changes.</p>	<p><u>UW – Past and Present</u> Knows similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Dinosaurs and dragons)</p> <p>Understands the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>UW - People, Culture and Community</u> Describes the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Identifies similarities and differences between different religious and cultural communities in this country.</p> <p><u>UW – The Natural World</u> Explores the natural world around them.</p> <p>Makes observations and draws pictures of animals and plants.</p>	
Reception Term 3b	Adventures at sea	<p>Answer how and why questions about stories and events</p> <p>Know that once upon a time means a long time ago</p>	<p>Look at different forms of transport from the past and what they look like now. How have they changed? Steam Train visit.</p>		

		<p>Know that houses and transport have changed over time</p> <p>Know some simple things about life in the past e.g., how people travelled around</p> <p>Know that the Queen is the longest reigning monarch</p> <p>Know that books, computers, photographs and artefacts can tell us things about life in the past</p> <p>Begin to make comparisons about life in the past to their life now with support</p>	<p>Class display of Victorian artefacts. How are they the same/different now from a long time ago?</p> <p>Transition – look in our learning journals at all the things we have done in reception class. What we can now do that we couldn't? Wow! Moments. Share our favourite times.</p> <p>Museums are special places we go to find out about things from the past. Share our experiences of visiting a museum.</p>		
Year/ Term	Topic	NC Content	Key Learning	Skills	Enrichment
<p>Year 1</p> <p>Term 1 LOCAL HISTORY</p> <p>Community</p> <p><i>How would you get to school in the Victorian times?</i></p>	<p>To recognise how transport has changed from the Victorian era to present day.</p>	<p>Events beyond living memory that are significant nationally or globally, the first aeroplane flight/electric train.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements – The first aeroplane flight & the Wright brothers.</p>	<p>To understand what an artefact is.</p> <p>To compare and contrast transport then and now, with a focus on the steam train.</p> <p>To see the impact of the inventions of the Wright brothers.</p> <p>An understanding of an empire.</p>	<p>Sequence events in their life (their own 'journey')</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time (transport)</p> <p>Recognise the difference between past and present in their own and others lives</p> <p>Know and recount episodes from stories about the past.</p>	<p>Go on a steam train</p>

Term 2 Love <i>Why do people do extraordinary things?</i>	To identify similarities and differences between Queen Elizabeth I and Queen Elizabeth II and compare aspects of life in 1558-1603 and 1953 to 2022 .	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria]. Changes within living memory	To introduce the term chronology . To identify who the queens are and place them on a timeline . To recognise the impact the women had nationally . To find similarities and differences between 2 queens.	Match objects to people of different ages. Find answers to simple questions about the past from sources of information e.g. artefacts.	
Term 3 Growth <i>What did Samuel Pepys see?</i>	To identify why and how the Great Fire of London started in 1666 and recognise the impact it had on London .	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London].	To learn about Samuel Pepys and his evidence / artefacts/ sources which tell us about the fire. To continue the sense of chronology and the idea of living memory . To understand how cities change over time.	Use stories to distinguish between fact and fiction – diaries. Compare adults talking about the past – how reliable are their memories?	Create and burn their own houses (DT link)
Year/Term	Topic	NC Content	Key Learning	Skills	Enrichment
Year 2 Term 1 LOCAL HISTORY Community <i>What are your responsibilities compares to a</i>	To recognise how industrial life has changed from the Victorian era to present day .	Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living	To understand how life has changed in the Victorian era. To understand and compare how Sir Titus Salt looked after his workers and other mill owners didn't. A deeper understanding of what an artefact is and how these and other sources can	Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Annie book Visit to Saltaire and the industrial museum. Victorian school day Walk round Oxenhope

<p><i>Victorian child?</i></p>		<p>memory that are significant nationally or globally.</p> <p>Changes within living memory.</p>	<p>build a picture of life in the past.</p> <p>To see how Tim Berners Lee changed the world with his technology - the invention of the internet.</p> <p>To go on a local walk and see how Oxenhope reflects the change in life from the Victorian era.</p> <p>To learn about the Brontes and their experience of living in the Victorian times (using pseudonyms etc.)</p> <p>To compare and contrast technology in the Victorian era and technology within living memory and sequence the artefacts.</p> <p>To know the contrast between the lives of the rich and the poor.</p>		<p>looking for mills (old and still in use)</p> <p>Look at Lowry and his industrial life paintings</p>
<p>Term 2 Love</p> <p><i>Do you have the courage to begin?</i></p>	<p>To recognise significant women who have contributed to national and international achievements In the past 500 years.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally.</p>	<p>To learn about Rosa Parks, Emily Davison, Florence Nightingale and Edith Cavell and compare and contrast them looking at the impact they had on the world around them.</p> <p>To continue the sense of chronology and the idea of living memory.</p>	<p>Identify differences between ways of life at different times.</p> <p>Communicate knowledge through: -</p> <ul style="list-style-type: none"> - Discussion - Drawing pictures - Drama/role play - Making models - Writing - Using ICT 	

			Introduce the idea of legacy .		
Term 3 Growth <i>Can you trust information written in newspapers, magazines or on the internet?</i>	To understand the significance of Neil Armstrong walking on the moon in 1969 .	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods. Events beyond living memory that are significant nationally or globally.	To learn about Neil Armstrong and the Impact and legacy the moon landing had on the world. Learn about the space race and the events and chronology leading up to the moon landings. To look at different versions of the moon landing and discuss why some people don't believe in the moon landings. Look at the evidence of the moon landings. Pupils will arrive at their own conclusions , explaining how they arrived at these conclusions.	Recognise why people did things, why events happened and what happened as a result. Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories.	Space day – Whole school space bubble company

Key Stage 2 Aims

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Year/Term	Topic	NC Content	Key Learning	Skills	Enrichment
Year 3 Term 1	To understand what life was like in early Britain .	Changes in Britain from the Stone Age to the Iron Age.	To know the importance of Stonehenge as a UNESCO World Heritage Site.	<ul style="list-style-type: none"> - Place the time studied on a timeline. - Use dates and terms related to the study unit and passing of time. - Sequence several events or artefacts. 	Visit to Cliff Castle

<p>LOCAL HISTORY</p> <p>Community</p> <p><i>Did cave men live in Oxenhope?</i></p>			<p>To know the importance of Skara Brae as UNESCO World Heritage Site.</p> <p>To visit Cliffe Castle where there is a collection of Iron Age hoards found in Silsden, from the mid first century AD – included in hoard – 27 gold coins and a finger ring.</p>	<ul style="list-style-type: none"> - Find out about everyday lives of people in time studied. - Compare with our life today. - Identify reasons for and results of people's actions. - Understand why people may have wanted to do something. - Use a range of sources to find out about a period. - Observe small details – artefacts, pictures. - Select and record information relevant to the study. - Begin to use the library and internet for research. - Identify and give reasons for different ways in which the past is represented. - Distinguish between different sources – compare different versions of the same story. - Look at representations of the period – museum, cartoons etc. 	
<p>Term 2 Growth</p> <p><i>Could anyone be a Pharaoh?</i></p>	<p>To understand how the ancient Egyptian civilisation (3100) grew and understand their impact and achievements.</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p> <p>AND</p> <p>A depth study of one of the following: Ancient Sumer, The Indus Valley, <u>Ancient Egypt</u>, The Shang Dynasty of Ancient China.</p>	<p>An understanding of what a civilisation is.</p> <p>To understand their rise and how they came to be so important.</p> <p>To learn about their everyday life then and compare it with life today.</p> <p>To discuss reasons and results of people's actions.</p>	<ul style="list-style-type: none"> - Place the time studied on a timeline. - Use dates and terms related to the study unit and passing of time. - Sequence several events or artefacts. - Find out about everyday lives of people in time studied. - Compare with our life today. - Identify reasons for and results of people's actions. - Understand why people may have wanted to do something. 	<p>Egyptian day</p>

			<p>To use evidence from a range of sources to research history.</p>	<ul style="list-style-type: none"> - Use a range of sources to find out about a period. - Observe small details – artefacts, pictures. - Select and record information relevant to the study. - Begin to use the library and internet for research. - Identify and give reasons for different ways in which the past is represented – bible – history books - Distinguish between different sources – compare different versions of the same story. - Look at representations of the period – museum, cartoons etc <p>Recall, select and organise historical information.</p>	
<p>Term 3 Love</p>	<p><i>What did the Romans do for us?</i></p>	<p>To understand how Rome was founded and built and understand the impact the Roman empire (49bc – 476ad) had in Britain.</p> <p>The Roman Empire and its impact on Britain</p>	<p>A deeper understanding of empire and conquest. Consider the legacy left behind by the Roman invasion and the changes that were made in Britain due to the Roman invasion.</p> <ul style="list-style-type: none"> • To understand the significant legacy of the Roman period including construction (market squares, aqueducts, roads and concrete) and language, writing and number (including the modern calendar) <p>To define what is meant by Hunter gathers.</p>	<ul style="list-style-type: none"> - Place the time studied on a timeline. - Use dates and terms related to the study unit and passing of time. - Sequence several events or artefacts - Find out about everyday lives of people in time studied. - Compare with our life today. - Identify reasons for and results of people's actions. - Understand why people may have wanted to do something. - Use a range of sources to find out about a period. - Observe small details – artefacts, pictures. - Select and record information relevant to the study. 	<p>Boudicca visit</p>

				<ul style="list-style-type: none"> - Begin to use the library and internet for research. - Identify and give reasons for different ways in which the past is represented. - Distinguish between different sources – compare different versions of the same story. - Look at representations of the period – museum, cartoons etc <p>Recall, select and organise historical information.</p>	
Year/Term	Topic	NC Content	Key Learning	Skills	Enrichment
<p>Year 4</p> <p>Term 1</p> <p>LOCAL HISTORY</p> <p>Community</p> <p><i>What can we learn from the Anglo Saxons?</i></p>	<p>To recognise what life was like for the Anglo Saxons from 450 – 1066 and compare it to what life is like now.</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p>	<p>To understand what life was like in Anglo – Saxon times and compare the similarities and differences with modern day life in Oxenhope.</p> <p>To compare how life centred around the church and how Churches in Anglo-Saxon Britain were used for education as well as religion.</p> <p>Church officials carried out other tasks too, including advising the king and overseeing Church estates.</p> <p>To look at different sources and assess their usefulness</p>	<ul style="list-style-type: none"> - Place events from period studied on time line. - Use terms related to the period and begin to date events. - Use evidence to reconstruct life in time studied. - Identify key features and events of time studied. - Offer a reasonable explanation for some events – - Compare what life was like in Anglo Saxon time with modern day life in Oxenhope. - Look at the evidence available and begin to evaluate the usefulness of different sources. - Use textbooks and historical knowledge. - Use evidence to build up a picture of a past event. - Choose relevant material to present a picture of one aspect of life in time past. - Ask a variety of questions. 	<p>To have an Anglo Saxon day.</p> <p>To visit the churches in Oxenhope and talk to the vicar / minister about how village life / community is influenced by the church.</p>

				<ul style="list-style-type: none"> - Use the library and internet for research. 	
<p>Term 2</p> <p>Love</p> <p><i>What did the Vikings do for us?</i></p>	<p>To recognise the Viking and Anglo-Saxon struggle from 793 – 1066 and identify the impact the Vikings had in Britain.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>A deeper understanding of conquest and the reasons behind the Viking invasion.</p> <p>A deeper understanding of the impact and legacy left by the Viking rule in Britain.</p> <p>An understanding of democracy and the changes that were made.</p> <p>To research Edward the Confessor and his death in 1066 and look at different sources to find out what kind of man he was to see if there are differing opinions.</p>	<ul style="list-style-type: none"> - Place events from period studied on time line. - Use terms related to the period and begin to date events. - Look for links and effects in time studied. - Offer a reasonable explanation for some events. - Look at the evidence available. - Begin to evaluate the usefulness of different sources. - Use text books and historical knowledge. - Use evidence to build up a picture of a past event. - Choose relevant material to present a picture of one aspect of life in time past. - Ask a variety of questions. - Use the library and internet for research. 	
<p>Term 3</p> <p>Growth</p> <p><i>How were the Mayans different from us?</i></p>	<p>To understand Mayan civilisation from 250 – 900 and contrast it with British history.</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>To discuss terms BC/AD and BCE and CE and why they might be changing.</p> <p>To look at different sources of evidence and learn to question, assessing validity and usefulness.</p>	<ul style="list-style-type: none"> - Place events from period studied on timeline. - Use terms related to the period and begin to date events. - Understand more complex terms eg BC/AD. - Look at the evidence available. Begin to evaluate the usefulness of different sources. - Use text books and historical knowledge. - Use evidence to build up a picture of a past event. 	

Year/Term	Topic	NC Content	Key Learning	Skills	Enrichment
Year 5 Term 1 Growth	To recognise the achievements and influence of the Ancient Greeks and consider how they lived from 700 – 480 BC.	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	<p>An understanding of similarities and differences between civilisations then and now.</p> <p>A deeper understanding of what an artefact is and how these and other sources can build a picture of a life in the past.</p> <p>To learn about primary and secondary sources which tell us about Ancient Greek life.</p>	<ul style="list-style-type: none"> - Choose relevant material to present a picture of one aspect of life in time past. - Ask a variety of questions. - Use the library and internet for research 	
Term 2 Love	To recognise key events and figures from the Tudor era 1485 – 1603.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<p>A clear sense of chronology. Understand and compare the power of Tudor monarchs with previously studied leaders.</p> <p>Understand the power of monarchy and its impact on a country.</p>	<ul style="list-style-type: none"> - Know and sequence key events of time studied. - Use relevant terms and period labels. - Make comparisons between different times in the past. - Compare life in early and late 'times' studied. - Compare accounts of events from different sources – fact or fiction. 	Shakespeare plays The globe

			Understand the impact of exploration on British history.	<ul style="list-style-type: none"> - Offer some reasons for different versions of events. - Begin to identify primary and secondary sources. - Use evidence to build up a picture of a past event. - Select relevant sections of information. - Use the library and internet for research with increasing confidence. 	
Term 3 LOCAL HISTORY Community	To recognise how WW2 impacted our own locality from 1939 – 1945 and up to present day	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p>Explore and understand the Nazi party's rise to power and defeat.</p> <p>Deepen understanding of democracy and compare political systems.</p> <p>Interrogate sources and evaluate their reliability including propaganda. Understand the impact of technology in war.</p> <p>Understand genocide and the impact of the Holocaust.</p>	<ul style="list-style-type: none"> - Know and sequence key events of time studied. - Use relevant terms and period labels. - Make comparisons between different times in the past. - Study different aspects of different people – differences between men and women. - Examine causes and results of great events and the impact on people. - Begin to identify primary and secondary sources. - Use evidence to build up a picture of a past event. - Select relevant sections of information. - Use the library and internet for research with increasing confidence 	Museum day
Year/Term	Topic	NC Content	Key Learning	Skills	Enrichment
Year 6 Term 1 Love	To understand how crime and punishment have changed from 450AD to present day .	Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.	<p>Discuss how some evidence may have been omitted in the past and suggest reasons why.</p> <p>Consider accuracy of texts and look at different sources to see</p>	<ul style="list-style-type: none"> - Place current study on time line in relation to other studies. - Use relevant dates and terms. - Sequence up to 10 events on a timeline. - Find out about beliefs, behaviour and characteristics of people, 	

			<p>how people arrived at their conclusions.</p> <p>Consider cause and effect and compare punishments through history and be able to summarise key findings from different sources.</p>	<p>recognising that not everyone shares the same views and feelings.</p> <ul style="list-style-type: none"> - Compare beliefs and behaviour with another time studied. - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. - Know key dates, characters and events of time studied. - Link sources and work out how conclusions were arrived at. - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. - Be aware that different evidence will lead to different conclusions. - Confidently use the library and internet for research. - Recognise primary and secondary sources. - Use a range of sources to find out about an aspect of time past. - Suggest omissions and the means of finding out. - Bring knowledge gathered from several sources together in a fluent account. 	
Term 2 Growth	To understand why the years from 750 to 1258 were considered the golden age of Islamic civilisation .	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;	<p>To sequence key events on a timeline and discuss what made them significant events.</p> <p>Look at sources of evidence and discuss different conclusions that could be reached. Are they fact, fiction or opinion?</p>	<ul style="list-style-type: none"> - Place current study on time line in relation to other studies. - Use relevant dates and terms. - Sequence up to 10 events on a timeline. - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - Know key dates, characters and events of time studied. 	

			How could you check the accuracy?	<ul style="list-style-type: none"> - Link sources and work out how conclusions were arrived at. - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. - Be aware that different evidence will lead to different conclusions. - Confidently use the library and internet for research. - Recognise primary and secondary sources. - Use a range of sources to find out about an aspect of time past. - Suggest omissions and the means of finding out. - Bring knowledge gathered from several sources together in a fluent account. 	
Term 3 LOCAL HISTORY Community	To understand how the golden age of Islam impacted present day Bradford.	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	<p>To apply the learning from last term to compare and contrast with Bradford.</p> <p>To see the effect in our locality, recognising that not everybody shares the same views and feelings.</p> <p>Discuss how sources could change the further away from the dates, second, third, fourth hand – becomes myth, legend.</p> <p>Discuss if history is actually fact, or just someone's representation of the past.</p>	<ul style="list-style-type: none"> - Place current study on time line in relation to other studies · Use relevant dates and terms - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings · Compare beliefs and behaviour with another time studied (LAST HALF TERM) - Know key dates, characters and events of time studied - Link sources and work out how conclusions were arrived at. - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. - Be aware that different evidence will lead to different conclusions. - Confidently use the library and internet for research. 	Trip to Bradford / Keighley to see signs / representations / evidence of the Golden era.

				<ul style="list-style-type: none"> - Recognise primary and secondary sources. - Use a range of sources to find out about an aspect of time past. - Suggest omissions and the means of finding out. - Bring knowledge gathered from several sources together in a fluent account 	
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Intended outcome by the end of Year 6
 We want children to know about the history of our locality, this country and the wider world and how events have influenced and still influence the world today. Children will be confident to talk about continuity, change, cause and consequence in history and apply this learning through posing questions, writing accurate accounts and narratives. Children will approach history, like all subjects, with a critical mind – to contrast and compare different accounts, identifying why there might be different interpretations of events.
 Above all, we want all children to be interested in investigating and interpreting the past, to be able to think about what we can learn from historical events and figures while constantly questioning to deepen their understanding and have the confidence to challenge and re-interpret historical events.