

Geography			
	Enquiry Skills: <ul style="list-style-type: none"> • Asking – Be given or ask own questions. • Collaborate and search – Find out what, how, when, where • Doing – collect, analyse and present. • Reflect – What have we found out? • Communicate – What do we do with our knowledge? Who do we share it with? • Evaluate – What have we learnt? How do we know? 		
Reception	Knowledge	Map Skills	Fieldwork Skills
	<p>Understand that some places are special to members of their community.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Describe environment as observed from maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Draw information from a simple map.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Describe what they see, hear and feel whilst outside.</p>
Year 1 and 2	Place Knowledge	<p>use aerial photographs and plans to recognise landmarks.</p> <p>Look down on objects and make a plan for example, on desk, high window to playground.</p> <p>Learn about maps, map-making and symbols.</p> <p>Use symbols on maps (own and class agreed symbols).</p> <p>Find a given Ordnance Survey symbol on a map with support.</p> <p>Begin to realise why maps need a key.</p> <p>Recognise simple features on maps such as buildings, roads and fields.</p> <p>Recognise that maps need a title.</p>	<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Carry out first hand observations.</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved, and so on</p>
	name and locate the World's seven continents and five oceans.		
	use World maps, atlases and globes to identify countries, continents and oceans.		
	locate hot and cold areas of the World in relation to the Equator and North and South Poles.		
	Develop knowledge about the world.		
	explain why some countries are hot and cold.		
	explain why people live in different areas of the World.		
	Physical and Human features		

	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.	investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall)
	Understand geographical similarities and differences when studying human and physical geography.	Know that maps give information about the world (where and what?).	observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area
	describe key human features using geographical vocabulary (including city, town village, factory, farm, house, office, port, harbour and shop).	Follow a route on a prepared map.	explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features
	describe key physical features using geographical vocabulary (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).	Compare journeys and understand near/far, often/rarely	visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there
	make comparisons of human features of a small area in the UK and a small area in a contrasting country (Non European).	Use locational and directional language to describe the location of features and routes on a map.	take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area
	make comparisons of physical features of a small area in the UK and a small area in a contrasting country (Non-European).	devise a simple map with a key. (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.	visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it
	Local Area	use compass directions (North, South, East, West).	investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area
	identify the significant features of the local area.	Begin explaining why places are where they are.	using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre)
	Identify land use around the school.	Draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on).	adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house)
	know some characteristics of the four countries and capital cities of the UK.	Find places using a postcode or simple name search.	making annotated drawings to show variations (e.g. in a row of houses in a local street)
	name and locate the four countries and capital cities of the UK.	Add simple information to maps for example, labels and markers.	drawing a freehand map (e.g. of the school grounds, local street or park)
	name and locate the surrounding seas of the UK.	Draw around simple shapes and explain what they are on the map for example, houses.	relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features
	identify daily and seasonal weather patterns in the UK.	use the measuring tool with support to show distance for example, my house to school, to the shops.	
		zoom in and out of a map.	
		draw a simple route.	
		highlight areas.	
		add an image to a map.	

		Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes.	marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations
		Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.	using a simple compass and cardinal compass directions (north, south, west, east)
		Introduce: simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps.	taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)
		Context: focus on the local scale— home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.	making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job
			collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school)
			using a questionnaire (e.g. to find out the most popular options for improving playtimes)
			collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties
			using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features
Year 3 and 4	Place Knowledge Know how rivers and mountains are formed. Know the features of a river. Begin to understand plate tectonics. Know how volcanoes and earthquakes occur. Understand geographical similarities and differences of areas. Understand how climate effects landscape and environment. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and	use maps, atlases, globes and digital/computer mapping to locate countries. use an 8 points on a compass independently. Use maps to locate countries and continents. Use grid references, keys and symbols to interpret a map. Use large scale maps outside. Use maps at more than one scale. Make and use simple route maps. Locate photos of features on maps. Use oblique and aerial views. recognise some patterns on maps and begin to explain what they show.	Explain own views about locations, giving reasons. use fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe and record geographical features. Use graphical representations. to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as ‘Where does the water go when it rains?’, ‘How do we travel to school’ and ‘Where does the food for school dinners come from?’

	<p>Capricorn, Arctic and Antarctic Circle and date time zones.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Physical and Human features</p> <p>describe physical and human characteristics of places in the world.</p> <p>make comparisons of physical features of regions in different areas of the world.</p> <p>make comparisons of human features of regions in different areas of the world.</p> <p>describe some physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>describe some human features of a place: types of settlement and land use, economic activity including trade links and the distribution of natural resources.</p> <p>Discuss the relationship between human features and physical features.</p> <p>Understand how climate effects landscape and environment.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Local Area</p> <p>Describe how the locality of the school has changed over time.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use</p>	<p>give maps a title to show their purpose.</p> <p>use thematic maps.</p> <p>explain what places are like using maps at a local scale.</p> <p>recognise that contours show height and slope.</p> <p>make a map of a short route with features in correct order.</p> <p>make a map of small area with features in correct places.</p> <p>can use plan views regularly.</p> <p>give maps a key with standard symbols.</p> <p>use some Ordnance Survey style symbols.</p> <p>use maps and aerial views to help me talk about for example, views from high places</p> <p>make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm² = 1m².</p> <p>use the scale bar to estimate distance.</p> <p>use the scale bar to calculate some distances.</p> <p>relate measurement on maps to outdoors (using paces or tape).</p> <p>use the zoom function to locate places.</p> <p>use the zoom function to explore places at different scales.</p> <p>add a range of annotation labels and text to help me explain features and places.</p> <p>highlight an area on a map and measure it using the Area Measurement Tool.</p> <p>use grid references in the search function</p> <p>use the grid reference tool to record a location.</p> <p>highlight areas within a given radius.</p> <p>add photographs to specific locations.</p>	<p>when learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers)</p> <p>when learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem</p> <p>when learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality and value (e.g.by investigating which spaces or places are valued by the local community)</p> <p>when learning about economic activities, to investigate local shops (e.g. to find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices</p> <p>when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use)</p> <p>take fieldtrips to more distant places (e.g. farm, water treatment plant, botanical gardens) to investigate their physical and human geography,as appropriate to the curriculum plan</p> <p>making models, annotated drawings and field sketches to record observations</p> <p>drawing freehand maps of routes (e.g. of a walk to a site in the local area)</p> <p>relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry</p>
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	<p>patterns; and understand how some of these aspects have changed over time.</p> <p>Describe the local physical and human features. Make maps of the local area. Explore the local area and our place in the world.</p>	<p>Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates. Introduce: what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools. Context: a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.</p>	<p>recording selected geographical information on a map or large-scale plan, using colour or symbols and a key taking digital photos and annotating them with labels or captions making digital audio recordings for a specific purpose (e.g. traffic noise) collecting, analysing and presenting quantitative data in charts and graphs designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop) designing and conducting interviews (e.g. to investigate which spaces/places local people value) using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey) using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school) developing a simple method of recording their feelings about a place or site</p>
Year 5 and 6	<p>Place Knowledge</p> <p>use maps to name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe how locations around the world are changing and explain some reasons for change. Understand some of the reasons for geographical similarities and differences between countries.</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features. use 8 points of a compass independently. use four and six-figure grid references. use keys and symbols including Ordnance Survey maps. Create maps of locations identifying patterns (land use, climate zones etc.) relate maps to each other and to vertical aerial photographs. follow routes on maps saying what is seen. use index and contents page of atlas. use thematic maps for specific purposes.</p>	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Collect and analyse statistics and other information in order to draw clear conclusions about locations. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p>

	<p>Describe how countries/geographical regions are interconnected/interdependent. Name and locate the countries of North and South America and identify their main physical and human characteristics. Describe geographical diversity across the world. describe physical and human characteristics of continents. understand the world has different time zones.</p> <p>Physical and Human features</p> <p>describe a variety of physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. describe a variety of human features of a place: types of settlement and land use, economic activity including trade links and the distribution of natural resources. describe changing geographical features (e.g. land pattern use). Understand the distribution of natural resources including energy, minerals and water. make comparisons of physical features of regions around the world. make comparisons of human features of regions around the world. Identify and describe how the physical features affect the human activity within a location.</p> <p>Local Area</p> <p>describe geographical features of the UK (including hills, mountains, coasts and rivers).</p>	<p>know that purpose, scale, symbols and style are related. appreciate different map projections. interpret distribution maps and use thematic maps for information follow a route on 1:50 000 Ordnance Survey map; describe and interpret relief features. align a map with a route. use latitude and longitude in an atlas or globe. make sketch maps of an area using symbols and key. make a plan for example, garden, play park; with scale. design maps from descriptions. draw thematic maps for example, local open spaces. draw scale plans. use standard symbols know 1:50.000 symbols and atlas symbols. use a range of viewpoints up to satellite. use models and maps to talk about contours and slope. use a scale bar on all maps. use a linear scale to measure rivers. describe height and slope using maps, fieldwork and photographs. read and compare map scales. draw measured plans for example, from field data. find 6-figure grid references and check using the Grid Reference Tool. combine area and point markers to illustrate a theme. use maps at different scales to illustrate a story or issue use maps to research factual information about locations and features.</p>	<p>to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?' and 'How can we make our school grounds more bee friendly?'</p> <p>when learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past when learning about settlements, to investigate how buildings, land use and local facilities have changed over time; and investigate local development plans through visits to derelict sites, empty shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed when learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area when learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan making models, annotated drawings and field sketches to record observations drawing freehand maps (e.g. of a site they have visited) relating large-scale plans to the fieldwork site, identifying relevant features</p>
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	<p>name and locate counties and cities in the UK</p>	<p>use linear and area measuring tools accurately.</p> <p>Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates</p> <p>Introduce: what 6 figure Grid References mean and how to calculate them.</p> <p>Context: a range of places at different scales and with different themes, fieldwork in the wider and distant locality.</p>	<p>recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</p> <p>taking digital photos and annotating them with labels or captions</p> <p>making digital audio recordings (e.g. to create soundscapes)</p> <p>collecting, analysing and presenting quantitative data in charts and graphs</p> <p>designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)</p> <p>designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)</p> <p>using standard field sampling techniques appropriately (e.g. taking water samples from a stream)</p> <p>designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance</p> <p>conducting a transect to observe changes in buildings and land use</p>
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History	Chronology	Reasons and Results			
	<p>Chronology – To create a sense of period and time. When things happened? What changed and what stayed the same?</p> <p>Activities –</p> <ul style="list-style-type: none"> • Teach and use the time vocabulary. • Discuss how we measure time and what would happen if we didn't. • Use time periods and dates. • Sequence a limited range with obvious differences. • Link to time points like grandparents and their living memory. • Increase range. • Construct narratives from items sequenced describing change. • Personal and family time lines. • Dated time lines. • Local and global time lines. • Time clocks • Wavy time lines • Family trees • Compare two fixed points. • Compare several time points. 	<p>Reasons and Results – How can we explore why things happened? How did people make a difference? What followed as a result?</p> <p>Activities –</p> <ul style="list-style-type: none"> • Find a reason for an event. • Find more than one reason. • Decide which was more important. • Separate causes and events. • Different types of cause – over a long time, by people, by other events, by accident. • What happened next? • Make inferences. • Predict consequences. • How do causes link together? • How could something have turned out differently? • Was something bound to happen? • Did it solve things or create more problems? • Role-play and drama. • Solving the problem. 	<p>interpretations – How and why does the way history is produced differ? Do we all understand the past in the same way? How do we show what the past was like?</p> <p>Activities –</p> <ul style="list-style-type: none"> • Spot differences in small accounts/stories. • Identify fact and opinion. • Produce an historical scene or story from facts. • Reflect a judgement e.g. X was best/most important. • Make a museum display, biography, image, summary, travel brochure, diary etc. • Work out the authors. • Whose point of view? • How convincing? • What did the author believe in? 	<p>Historical Evidence – What do we use to find out about the past? What are the problems with historical sources?</p> <p>Activities –</p> <ul style="list-style-type: none"> • Extract info from a source. • Use more than one source. • Use more complex source with less obvious information. • Include sources that don't contain any useful information. • What are the gaps from the source? • Can it be trusted? • What is the intended message? • What would you like to ask about the source? • What type of person made the source? • Adapt the format – e.g. Write in first person, convert from a picture, write another point of view. • Check a faulty summary of the source. • Create your own source 	<p>Significance – How do we choose what is most important in history?</p> <p>Activities –</p> <ul style="list-style-type: none"> • What seems important at the time and what is important now? • Why is it important? • Role play what different people found important. • Why do we have a different view now? Seeing the bigger picture. • Explore events/people in different ways – diagrams, pictures, charts, timelines, and writing. • Summarise – pick out the importance. • Order the list. • What is worth remembering? • How do we remember? • Using the 5 Rs
Reception	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Name and describe people who are familiar to them.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>

Year 1 and 2	place events, people and objects in the correct time order.	identify differences between ways of life in the past and present.	We can tell different stories about the same history. We find out about the past from different sorts of evidence that come from a particular time. We can show the past in different ways such as pictures, writing, film, theme parks, museums, music and legends.	understand ways in which we can find out about the past.	Describe significant people from the past. understand how the achievements of famous people from the past have influenced our lives.
	phrases such as: past, present, older and newer.	Recount changes that have occurred in their own lives.		Use artefacts, pictures, stories, online sources and databases to find out about the past.	
	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.	Use dates where appropriate.		Observe or handle evidence to ask questions and find answers to questions about the past.	
	Understand that a world existed before they were born but their world today is connected to the past.	recount parts of stories to talk about things that have happened in the past.		find answers to simple questions about the past by using stories and other sources.	
	Understand that not all people in the past lived at the same time.	Show an understanding of the concept of nation and a nation's history.		Ask questions such as: What was it like for people? What happened? How long ago?	
	Understand that many things in the past have changed (and are still changing) but some things are the same.	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.		Understand that we never know everything that happened in the past.	
		Understand that people in the past did not know the same as we do today but they were not really more stupid.			
		Understand that not everyone in the past thought the same.			
		Understand that people in the past did not always think the same things were as important in their lives as you so today.			
		Understand that things did not always turn out as planned.			
		Recognise that there are reasons why people in the past acted as they did.			
Year 3 and 4	Show an understanding of chronology and order of events, people and objects.	Describe the social, ethnic, cultural or religious diversity of past society.	We can put together a story or an account of the past in different ways. It can be different if we	pick out and understand different ways that the past is shown.	Reflect on why we should care about what past people did.

	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>know that the past can be divided into different periods of time.</p> <p>pick out similarities and differences between different periods of time and know some significant dates.</p> <p>use a range of historical words to explain the passing of time.</p> <p>Understand that a world existed before they and those around them were born.</p> <p>Understand somethings occurred before there were ways of writing about it.</p> <p>Understand human time is only a small part of time.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>know and understand the historical events, people and changes of the period that I am studying.</p> <p>Give some reasons for the main events and changes for the period that I am studying.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Understand that people in the past had feelings and emotions and had reasons for their actions.</p> <p>Understand it is not always easy to work out why things happened and why people did or thought things.</p> <p>Understand reasons and events usually lead to results but things did not always turn out as planned.</p>	<p>have different information or views about what is important. That does not mean that one version is right and the other is wrong.</p> <p>Not all history has been fair to all groups and people. Sometimes this is deliberate and sometimes accidental.</p> <p>We find out about the past from different sorts of sources such as written, artefacts and pictures. Some parts of history have many sources and others have very few.</p> <p>Different people help put together what happened in the past such as historians.</p> <p>Archaeologists, filmmakers and museum curators</p>	<p>use sources of information in ways that go beyond simple observations to help me answer questions about the past.</p> <p>show how features of the past have been retold and interpreted in different ways.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>devise historically valid questions.</p> <p>understand how evidence is used to make historical claims.</p> <p>pick out and put together information for the period that I am studying.</p> <p>construct simple informed responses.</p>	<p>Understand that much of our lives today is because of what people in the past have done.</p>
Year 5 and 6	<p>Compare different time periods.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Know significant dates.</p>	<p>Describe past societies and times (using terms such as: social, religious, political, technological and cultural).</p> <p>Describe the characteristic features of the past, including ideas, beliefs,</p>	<p>We can put together a story or an account of the past in different ways. It can be different if we have different information or views about what is important.</p>	<p>Explain how events from the past have been retold and interpreted in different ways.</p> <p>Understand how evidence is used to make historical claims.</p>	<p>Understand that we should try to understand them without necessarily agreeing with them.</p> <p>Understand that because we need to</p>

	<p>Use dates and terms accurately in describing events. Connect past societies and periods. Identify trends. Change does not always mean progress. There can be negative changes. There is a difference between change/progress and development.</p>	<p>attitudes and experiences of men, women and children. Give reasons for main events and changes. Compare periods of rapid change and relatively little change. Reflect on how Britain has been influenced by the wider world. Reflect on how Britain has influenced the wider world. People in the past did not know the same as us but they were not more stupid. When things happen it is often confusing for people and they do not know how things will turn out.</p>	<p>That does not mean that one version is right and the other is wrong.</p> <p>Not all history has been fair to all groups and people. Sometimes this is deliberate and sometimes accidental.</p> <p>We find out about the past from different sorts of sources such as written, artefacts and pictures. Some parts of history have many sources and others have very few.</p> <p>Different people help put together what happened in the past such as historians. Archaeologists, filmmakers and museum curators</p>	<p>Use sources of evidence to deduce information about the past. Use sources of information to form testable hypotheses about the past. Evaluate which sources of evidence are reliable and most useful for particular tasks. Evaluate, pick out and put together information from a range of sources for the period that I am studying. beginning to produce structured narrative and analyses using important dates and historical terms. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. Use appropriate historical vocabulary to communicate.</p>	<p>tell a clear story, we need to choose which bits to use and this means deciding what is important.</p>
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