






Intent	<p>Meadow Park Academy is located in Reading, Berkshire. Our history curriculum is designed to ensure our pupils develop a deep understanding of the rich history of their locality and the impact that has had on the traditions and values of the area. Children are given opportunities to investigate and interpret the past, understand chronology, build an understanding of Britain’s past, as well as that of the wider world and to be able to communicate historically. There is a focus on reading, to gain new information and to evaluate the validity of different sources of information. Children will develop a broad knowledge about the city, and county, in which they live and make connections across the curriculum. Children are encouraged to engage with significant events, people, and eras from the past with empathy and respect for difference of opinion</p>
Implementation	<p>The history curriculum is taught in 6-week blocks and three blocks are taught each year. Clear links are made to prior learning in key concepts including chronology and interpreting the past. Each lesson within a teaching sequence highlights the history specific skill being taught. Our focus enquiry skills are: historical interpretations, historical investigations, chronological understanding, knowledge and understanding of events and people in the past, presenting, organising and communicating and substantive knowledge and historical vocabulary</p>
Impact	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Have a passion for history and an enthusiastic engagement in learning.             <ul style="list-style-type: none"> <li>• A sense of curiosity about the past.</li> </ul> </li> <li>• An understanding of how and why people interpret the past in different ways.</li> <li>• Have an excellent knowledge of people, events and contexts from a range of historical periods.             <ul style="list-style-type: none"> <li>• Have the ability to think critically about history and communicate ideas confidently.                 <ul style="list-style-type: none"> <li>• Have a desire to embrace challenging activities.</li> </ul> </li> </ul> </li> <li>• Have the ability to think, react, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.</li> <li>• Have a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.</li> </ul>

Long Term Overview: History						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Reception</p>	<p><b>Who is in my family?</b></p> <p><u>Overview</u> Children will talk about members of their immediate family and community; Name and describe people who are familiar to them; Begin to understand their family tree and history.</p> <p><u>Curriculum Links</u> PSHE – Types of families</p> <p><u>Experiences</u> Family tree project over the summer</p>	<p><b>Changes with living memory – Meadow Park and Tilehurst</b></p> <p><u>Overview</u> Children will comment on images of familiar situations in the past (homes and school through the ages in Tilehurst)</p> <p><u>Curriculum Links</u> DT – making clay pots</p> <p><u>Experiences</u> Remembrance Day activities</p>		<p><b>Travel and Transport</b></p> <p><u>Overview</u> Children will explore modes of transport used in Tilehurst in history focusing on non-motorised and motorised vehicles.</p> <p><u>Curriculum Links</u> Science - Materials</p> <p><u>Experiences</u> Brooklands Museum trip including Concorde visit, guided tour for aviation and for cars and bikes.</p>		
 <p>Year 1</p>		<p><b>Changes within living memory - Toys</b></p> <p><u>Overview</u> Children will learn about; the concept of the past and compare technology and toys with those in the past; Changes within living memory; Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u> Loan box Reading Museum?</p>		<p><b>Kings, Queens and Castles</b></p> <p><u>Overview</u> Children will learn about the defensive features of a castle and their purposes. Compare and contrast Queen Elizabeth I, Queen Victoria and Queen Elizabeth II. Understanding of monarchy and the role they play in society today.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u> Windsor Castle – All about castles</p>		<p><b>Significant Individuals - Nurturing Nurses</b></p> <p><u>Overview</u> Children will learn about significant historical figures in nursing and the conflicts they were in. Featuring: Florence Nightingale Mary Seacole Edith Cavell.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>
 <p>Year 2</p>		<p><b>The Great Fire of London</b></p> <p><u>Overview</u> Children will learn about the events of the Great Fire of London, how the fire spread, key figures involved and what impact the fire had on future building.</p> <p><u>Curriculum Links</u> DT/Science – flammable materials</p> <p><u>Experiences</u> GFOL drama workshop in Autumn 1</p>		<p><b>Significant Individuals - Explorers</b></p> <p><u>Overview</u> Children will learn about significant explorers in history and the impact of them and their explorations on modern society. Featuring: Neil Armstrong Amelia Earhart Matthew Henson Ibn Battuta</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>		<p><b>Significant Individuals - Rebels in History</b></p> <p><u>Overview</u> Children will learn about significant people in distant and recent history who rebelled against systems or beliefs that they felt were wrong and the impact of those rebellions on modern day society. Featuring: Nelson Mandela Guy Fawkes Greta Thunberg Rosa Parks Malala Yousafzai Emily Davison</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>




<p><b>Year 3</b></p>	<p><b>Stone Age, Bronze Age, Iron Age</b>  <u>Overview</u>            Children will learn about the lives of people in the Stone Age, Bronze Age and Iron Age; the advancements in agriculture and tools; the beliefs and key places (Skara Brae and Stonehenge and the changes in lifestyle from nomads to settlers.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u>            Butser Ancient Farm</p>			<p><b>Ancient Rome</b>  <u>Overview</u>            Children will learn about the Roman Invasion of Britain, the Roman Empire, key figures such as Julius Caesar and Boudicca and the impact of the Romans on our lives today.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>		
<p><b>Year 4</b></p>	<p><b>Ancient Egypt</b>  <u>Overview</u>            Children will learn about the lifestyles of Ancient Egyptians, their belief systems, the infrastructure, crime and punishment and link to other ancient civilisations.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u>            Ancient Egypt escape room</p>			<p><b>Tudors</b>  <u>Overview</u>            Children will learn about the Battle of Bosworth and the war of the roses; the Tudor monarchs and how they are related to our monarch today; Tudor daily life and the differences between rich and poor and crime and punishment in Tudor Britain.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u>            Hampton Court Palace</p>	<p><b>Anglo Saxons and Scots</b>  <u>Overview</u>            Children will learn about how the Anglo Saxons invaded Britain; where the Anglo Saxons came from; what influence they had on modern Britain and key figures such as Alfred the Great.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	
<p><b>Year 5</b></p>		<p><b>The Kingdom of Benin</b>  <u>Overview</u>            Children will learn about Igodomigodo (Nigeria); the golden age of Edo; the impact of craftspeople on the kingdom; key figures such as Odo and the enslavement of African people.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>		<p><b>Vikings</b>  <u>Overview</u>            Children will learn about how the Vikings invaded Britain and took control over the Anglo Saxons; where they came from; what daily life in Viking Britain looked like; how the Vikings influenced modern Britain.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p><b>Ancient Greece</b>  <u>Overview</u>            Children will learn about daily life in Ancient Greece; Greek innovation and the impact it has on modern culture; crime and punishment; gods and some Greek myths and the Battle of Marathon.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	
<p><b>Year 6</b></p>	<p><b>World War 2 (Battle of Britain)</b>  <u>Overview</u>            Children will learn about the catalysts for WW2; the Allied forces and their role; the Blitz in Britain and the impact on daily life as well as the impact of WW2 on Reading.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u>            Ufton Court Residential</p>				<p><b>Victorians</b>  <u>Overview</u>            Children will learn about Victorian daily life for the poor and the rich; the reign of Queen Victoria; the British empire and the impact of the Industrial Revolution.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u>            Milestones Museum, Basingstoke</p>	<p><b>Victorians – local study</b>  <u>Overview</u>            Children will learn about Huntley and Palmer biscuits and the role it played in the rise of Reading's factory industry and the 3 Bs (bulbs, bricks and biscuits)</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u>            Huntley and Palmer Biscuits with Reading Museum</p>



## Substantive knowledge

	Changes over time 	Religion and belief 	Cause and consequence 	Innovation 	Invasion and War 	Settlement 	Civilisation 	Empire 	Hierarchy 
<p>I can talk about how my family has grown and changed over time. I can talk about how homes in my local area have changed over time. I can find out the different ways in which travel and transport has changed from past to present. I can find out about how cars have changed since they were invented. I can talk about how Tilehurst has changed over time.</p>			<p>I can talk about how the potteries changed Tilehurst.</p>	<p>I can talk about how transport innovation has changed how we travel today. I can explain some similarities and differences between transport in the past and now. I can find out about George Stephenson's life and inventions. I can understand how trains changed people's lives in the 19th century. I can find out about the different ways that humans have tried to fly throughout history. I can find out about the Wright brothers and the invention of the aeroplane.</p>		<p>I can talk about how living arrangements have changed throughout Tilehurst's history.</p>	<p>I can find out about an early form of travel: the Viking longboat.</p>		<p>I can understand how a hierarchy works in a school.</p>
<p>I can explain how toys have changed over time.</p>			<p>I can explain how electricity and internet caused the toys we play with to change.</p>	<p>I can explain the effect of technology on how children play with toys.</p>	<p>I can explain the importance of Florence Nightingale, Edith Cavell and Mary Seacole during war. I know that the Great Fire of London happened after the Civil War.</p>	<p>I can explain how and why castles were built in the UK, particularly Windsor.</p>		<p>I can explain how Queen Victoria and Queen Elizabeth the 2<sup>nd</sup> were similar and different.</p>	<p>I can explain the hierarchy of the royal family today.</p>
<p>I can explain how explorers through time discovered places (and in ways) their predecessors never thought possible. I can explain how human rights have changed over time due to rebels in history.</p>	<p>I can explain the significance of St Paul's Cathedral being destroyed to Christians.</p>	<p>I can explain the consequences of the Great Fire of London on London today. I can explain how rebels in history have shaped our civilisation today.</p>	<p>I can explain how buildings were constructed differently before and after the Great Fire of London.</p>			<p>I can explain how people lived during the 17<sup>th</sup> century around the time of the Great Fire of London.</p>	<p>I can explain how rebels in history have shaped our civilisation today. I can explain how people lived during the 17<sup>th</sup> century around the time of the Great Fire of London.</p>		<p>I can explain how some significant figures in history have disrupted the hierarchy.</p>
<p>To understand the developments of human life over the Stone Age,</p>	<p>To know that Stonehenge is thought of as the world's most famous prehistoric monument.</p>	<p>To understand the impact on Stone Age to Iron Age on our lives today.</p>	<p>To know that Homo Sapien (wise man) evolved creatively to make more</p>	<p>To know about tribal attacks e.g. Celts during the Iron Age.</p>	<p>To know the following dates of prehistory in Britain.</p>	<p>To know that there were no laws in the Stone Age and Iron Age Britain</p>	<p>To know about tribal attacks e.g. Celts during the Iron Age.</p>		



	<p>Bronze Age and Iron Age periods. To know that the Romans left place names, surviving buildings and also other influences such as Latin, calendar, money etc.</p> <p>In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.</p>	<p>To know that stone age men had proper burials, hunting ceremonies and an organised way of life.</p>		<p>complex tools and equipment to farm. To know that the first man was known as a hunter gatherer. To know that Homo Habilis (skilled man) was the first human to use stone to make tools (hunter-gathers). To know some Stone/Bronze advancements with weapons, tools, clothing and jewellery. To know that Romans invented roads and under floor heating. To know that the Romans built roads in Britain.</p>	<p>To know that the Iron Age ended in 43AD after the final Roman invasion of Britain. To know that Julius Caesar invaded Britain. To know that Claudius invaded Britain. To know that Britain was inhabited by Britons when the Romans invaded. To know that Boudica revolted against the Romans.</p>	<p>15000 – 3000BC Stone Age 3000BC – 800BC Bronze Age 800BC – 43AD Iron Age To know the Stone Age is divided into three periods: Palaeolithic 30,000 BC – 10,000 BC Mesolithic 10,000BC – 8,000BC Neolithic 8000BC – 3000BC To know some settlements of the Stone Age. To know some settlements of the Iron Age. To know some settlements of the Romans. To know that the Stone Age people were nomads but then became settlers. To know what life was like in the stone age from a study of Skara Brae. To know the characteristics of life in an Iron Age hill fort community. To know some settlements of the Romans in Britain e.g. major cities, such as London (Londinium), Manchester (Mamucium), Chester and York (Eboracum), as well as Viriconium (Wroxeter).</p>		<p>To know that the Iron Age ended in 43AD after the final Roman invasion of Britain. To know that Claudius was the emperor of Rome during the invasion of Britain. To know that the Roman emperor was the ruler and head of state of the Roman Empire.</p>	
	<p>To know that the Saxons arrived before the Vikings and the whole of the Saxon and Viking settlement lasted over several centuries. To know the similarities and differences between modern methods of crime prevention and detection with what existed in the past.</p>	<p>The ancient Egyptians built the pyramids. When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. To know that Ancient Egyptians worshipped gods who were responsible for different aspects of life. To know some of the items found in the tomb of a pharaoh (Tutankhamun) To know that early Saxons worshipped Gods we</p>			<p>To know that the Anglo-Saxons often arrived to raid but gradually settled. To know that the Anglo-Saxons came for a range of reasons partly because of pressure in their homelands but also because of the wealth expected from the new lands. To know that the Anglo-Saxons invaded Britain. To know where the Anglo-Saxons came from and why they invaded. To know that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. I can discuss why the Battle of Bosworth was important</p>	<p>To know that most houses were made of mud bricks and had storage silos for grain. Life in Tudor times was both similar and different to our own. The experience of people in Tudor times depended on where they lived, how rich they were and whether they were male or female.</p>	<p>Life revolved around the Nile, which supported farming, craft and was used for trade. To know how Ancient Egypt was similar to other ancient civilisations. To know that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport. To know some of the iconic features of Ancient Egyptian civilization. To know some Saxon laws and justice. The Mary Rose was a ship in Henry VIII's navy which sank in 1545..</p>	<p>Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. To know that by the end of the 7C Anglo-Saxons were ruling most of Britain. To know that King Alfred reigned in 878. To know why King Alfred has been deemed to be 'great'. I can begin to understand how the Tudors came to power.</p>	<p>To know that Ancient Egypt was a hierarchical society. To know the types of punishments for committing crimes in Anglo-Saxon Britain. To know popular punishments in Tudor Britain. I know who Henry VIII was I can explore different types of Tudor punishments and crimes I can compare and contrast Tudor and today's justice systems</p>








		name our days after (Tiw, Woden, Thor, Frig)  I can explain the role religion played in Henry VII's reign.							
 <p>Year 5</p>	<p>To know that the Saxons arrived before the Vikings and the whole of the Saxon and Viking settlement lasted over several centuries Oral history (people talking about their experiences of the past) is an important aspect of how Kingdom of Benin history is remembered.</p>	<p>To know the Vikings came from Scandinavia (Norway, Sweden and Denmark) on longships and stole gold and jewels from monks in monasteries. To know about gods, goddesses and religious beliefs in ancient Greece.</p>	<p>To know many British places were named by the Vikings (the suffix -by coming from the Scandinavian word for 'homestead' or village)</p>	<p>To know that the Vikings invented and used long, swift ships called longships. To know that the Vikings invented longhouses. To know how modern life has been influenced by the Ancient Greeks. To know that the Olympic games were invented by the Ancient Greeks. To know that democracy was invented by the Ancient Greeks. To know that Ancient Greece was a time of massive growth in new ideas and ways of thinking e.g. philosophers and ideas such as democracy. To know that the Ancient Greeks designed buildings like the Parthenon which still influences modern architecture. To know that Ancient Greek theatres were incredible feats of engineering.</p>	<p>To know that the Vikings invaded Britain. To know where the Vikings came from and why they invaded. To know that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. To know that the Vikings conflicted with the Anglo-Saxons between 793AD to 1066AD for control over Britain. They travelled from Scandinavia and landed in Lindisfarne. To know that the Vikings captured 'Jorvik' (York) and it was the Viking capital in England. To know the consequences of the Battle of Marathon for Athens and those for Persia. To know why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, eg: Persian weaknesses, extent of Greece's colonies.</p>	<p>To know about the city states of Sparta and Athens and make comparisons. Kingdom of Benin was established in the region called Igodomigodo, now in Nigeria. The golden age of Edo (the name given to the kingdom by the first Oba, Eweka) was a time when the city was fortified with moats and walls.</p>	<p>To know some Viking laws and justice. To know key aspects of daily life in ancient Greece. Craftspeople of Kingdom of Benin were highly skilled and created detailed artworks out of brass. Many Europeans who came across this artwork didn't believe that it had been created by the Kingdom of Benin people because they didn't think they were capable of such fine work. This would now be classed as racism.</p>	<p>To know the origin of the Greek Empire. To know that towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. In 1489 they began trading with the Portuguese. By the end of the 16th century, African people were being enslaved by the British and Dutch who transported them to the Americas to work for them. Benin City was destroyed by the British in the 'Benin Punitive Expedition' in 1897.</p>	<p>To know what is meant by 'Danelaw' To know the rulers of Viking times. To know the types of punishments for committing crimes in Viking Britain. To know the three main types of government in ancient Greece: monarchy, oligarchy and democracy. The ruler was called the Oba (the Yoruba word for king).</p>
 <p>Year 6</p>	<p>Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.</p>	<p>To know the Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year. People who have died in all wars are commemorated in events around the country and across the world.</p>	<p>To know who Anne Frank was and why she is remembered.</p>	<p>There was an effort to keep up the spirits of the armed forces and people at home. Entertainment was an important part of this. To know that the steam engine was invented during the Industrial Revolution. To know the main changes of the Victorian period, especially: transport, railways to bicycles and cars, industry; factories and mines, mainly in north; urbanisation etc. To know the effect the railways would have had on different occupations.</p>	<p>To know that the Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.  To know that at the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.  The Battle of Britain was a significant battle in the</p>	<p>To know many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz. To know differences in: Jobs and Child Employment, Rich and Poor, Schooling. Migration of population from rural to towns and cities (Industrial Revolution). To know that different class affected people differently, e.g.: factory/mine owners grew rich on profits. To know what life was like in industrial towns and how demanding factory life was.</p>	<p>To know food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.</p>		<p>To know that that Victoria dominated the period synonymous with her long reign.</p>



				war. It was fought in the air. Many different types of armed forces took part in the Second World War including the Army, the Royal Navy and the Royal Air Force (RAF)	To know the key features of a typical urban setting in an industrial town, eg: terraced housing, sanitation, yards, shared toilets, proximity to factory and pollution.			
--	--	--	--	---	---	--	--	--

## Disciplinary knowledge

	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and understanding of events and people in the past	Presenting, Organising and Communicating	Substantive Concepts and Historical Vocabulary
 <p>Reception</p>	<p>I can comment on images of familiar situations in the past. I can talk about the lives of people around me and their roles in society.</p>	<p>I can understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can understand where my life fits into a chronology of key events I have learned about including my family history. I can organise events in my life on a timeline.</p>	<p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p>	<p>I can compare and contrast characters from stories including figures from the past.</p>	<p>I can begin to make sense of my family's history and use historical vocabulary such as last year, yesterday, in the past, before I was born.</p>
 <p>Year 1</p>	<p>I can start to compare two versions of past events. I can start to understand that there can be different versions of the same event from the past. I can observe and use pictures, photographs and artefacts to find out about the past. I can start to use stories or accounts to distinguish between fact and fiction. I can explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>I can observe or handle evidence to ask simple questions about the past; I can observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; I can use evidence to explain the key features of events; I can sort some objects/artefacts into new and old and then and now.</p>	<p>I can sequence artefacts and events that are close together in time; I can order dates from earliest to latest on simple timelines; I can sequence pictures from different periods; I can describe memories and changes that have happened in my life; I can use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>	<p>I can know and recount episodes from stories and significant events in history; I can understand that there are reasons why people in the past acted as they did; I can describe significant individuals from the past.</p>	<p>I can talk, write and draw about things from the past; I can use historical vocabulary to retell simple stories about the past.</p>	<p>I can start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; I can talk and write about things from the past using some historical vocabulary.</p>
 <p>Year 2</p>						
 <p>Year 3</p>	<p>I can look at two versions of the same event or story in history and identify differences; I can investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. I can begin to understand some of the ways in which historians and others investigate the past.</p>	<p>I can use a range of primary and secondary sources to find out about the past; I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; I can gather more detail from sources such as maps to build up a clearer picture of the past; I can regularly address and sometimes devise own questions to find answers about the past; I can begin to undertake my own research.</p>	<p>I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>I can find out about the everyday lives of people in time studied compared with our life today; I can explain how people and events in the past have influenced life today; I can identify key features, aspects and events of the time studied; I can describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>I can present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); I can start to present ideas based on my own research about a studied period.</p>	<p>I can build on prior knowledge to start to gain further understanding of substantive concepts; I can understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>
 <p>Year 4</p>						



<p>Year 5</p> <p>Year 6</p>	<p>I can find and analyse a wide range of evidence about the past;            I can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;            I can consider different ways of checking the accuracy of interpretations of the past;            I can start to understand the difference between primary and secondary evidence and start to question its reliability;            I can show an awareness of the concept of propaganda;            I know that people in the past represent events or ideas in a way that may be to persuade others;            I can continue to develop my understanding of how historians and others investigate the past.</p>	<p>I can recognise when I am using primary and secondary sources of information to investigate the past;            I can use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;            I can select relevant sections of information to address historically valid questions and construct detailed, informed responses;            I can investigate my own lines of enquiry by posing historically valid questions to answer.</p>	<p>I can order an increasing number of significant events, movements and dates on a timeline using dates accurately;            I can accurately use dates and terms to describe historical events;            I can understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>	<p>I can identify and note connections, contrasts and trends over time in the everyday lives of people;            I can use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;            I can describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>I can present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;            I can plan and present a self-directed project or research about the studied period.</p>	<p>I can continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;            I can start to recognise that some concepts, such as technology, will be different across different periods of history;            I can continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>
-----------------------------	---	---	---	--	--	--