



## History Curriculum Overview

	Autumn	Spring	Summer
EYFS	Understanding the World ELG: Past and Present Children at the expected level of development will: <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		
	The people around me and their roles in society	Things in the past and now	Understanding the past
Y1	<p style="text-align: center;"><b>What does it take to be a great explorer?</b></p> <p><b>Learning objectives</b>            During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> the achievements of Ranulph Fiennes, the qualities he possesses and <b>give reasons</b> why he is recognised as the world's greatest living explorer;</li> <li>• <b>Give an account</b> of the accomplishments of Amy Johnson and <b>give reasons</b> which suggest why they can be considered remarkable given the role of women in society at the time;</li> <li>• <b>Identify</b> and <b>recognise</b> the main motives of the explorer Christopher Columbus, describe what he achieved and <b>give reasons</b> to help understand why he was able to accomplish what he did;</li> <li>• <b>Describe</b> and <b>suggest</b> reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did;</li> <li>• <b>Recognise, observe</b> and <b>suggest reasons</b> for the particular challenges explorers venturing to Mars will face and <b>explain</b> the personal qualities they will require to complete the expedition successfully;</li> </ul>	<p style="text-align: center;"><b>How do our favourite toys and games compare with those of Children in the 1960s?</b></p> <p><b>Learning objectives</b>            During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>describe</b> some of the ways in which historians divide up time such as bc and ad and decades and <b>suggest reasons</b> for doing this;</li> <li>• <b>Compare, contrast</b> and <b>sequence</b> historical events to create a simple timeline of British history and a personal timeline of their life to date;</li> <li>• <b>Identify</b> through <b>observation</b> and discussion some of the most memorable events of the 1960s and <b>suggest reasons</b> for their significance;</li> <li>• <b>Identify</b> and <b>describe</b> some of the most popular toys and games of the 1960s;</li> <li>• <b>Compare and contrast</b> toys and games of the 1960s with those of today, <b>identifying</b> and <b>describing</b> similarities (<i>continuity</i>) and differences they <b>observe</b> (<i>change</i>);</li> <li>• <b>Describe</b> and <b>explain</b> the cause of the major change to toys and games since the 1960s;</li> <li>• <b>Describe</b> what Tim Berners-Lee invented in 1989 and <b>suggest reasons to explain</b></li> </ul>	<p style="text-align: center;"><b>Why is the history of my locality important?</b></p> <p><b>Learning objectives</b>  <b>Enquiry 1: An historically significant place</b>  <b>Why was one of Britain's largest prisons built in the middle of Devon?</b>            During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>describe</b> the main external features of Dartmoor Prison as it exists today;</li> <li>• <b>Identify, locate</b> and <b>describe</b> the main internal features of the prison as they existed in 1908;</li> <li>• Give a <b>variety of reasons</b> why Princetown makes such a suitable location for a prison;</li> <li>• <b>Describe</b> what occurred at the battle of Trafalgar;</li> <li>• <b>Suggest reasons</b> why paintings produced after the battle may not always provide a true account of what happened;</li> <li>• <b>Explain</b> why letters written by sailors who actually participated in the battle are likely to be more reliable as evidence of what happened;</li> <li>• <b>Describe</b> the life and achievements of Lord Horatio Nelson and <b>give reasons to explain</b> why he was admired and respected;</li> </ul>



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	<ul style="list-style-type: none"> <li>Through personal research, <b>describe</b> the achievements of another major explorer and <b>identify, give reasons</b> and begin to <b>explain</b> the ways of life of most people in the historic period in which they lived.</li> </ul>	<p>how this has affected toys, games and other aspects of life since then;</p> <ul style="list-style-type: none"> <li><b>Recognise, describe</b> and <b>explain</b> how they can use Wi-Fi-enabled toys and games safely and securely;</li> <li><b>Describe</b>, collate and <b>compare and contrast</b> the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories).</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify</b> and <b>describe</b> the causes and effects of imprisoning so many French soldiers and sailors at Dartmoor Prison during and after the Napoleonic wars;</li> </ul> <p><b>Enquiry 2: An historically significant event</b> <b>What did Arthur find in 1927 and why is it amazing?</b></p> <ul style="list-style-type: none"> <li><b>Describe</b> the work of archaeologists (and in particular that of Arthur Ogilvy at Kents Cavern in Torquay), <b>compare and contrast</b> a range of different artefacts to <b>suggest reasons</b> why some may be as old as 40,000 years and others not;</li> <li><b>Recognise, describe</b> and <b>give reasons</b> for the significance of one particular historical artefact discovered by an archaeologist at Kents Cavern in 1927;</li> <li>Show <b>understanding through reasoning</b> and <b>explanation</b> of some of the ways of life of Neanderthal people who lived in and around Kents Cavern 40,000 years ago;</li> <li><b>Compare and contrast</b> different Neanderthal cave paintings and <b>give reasons to help explain</b> why such historical evidence of people in the past can have many <b>different interpretations</b>;</li> </ul> <p><b>Enquiry 3: Historically significant people</b> <b>Why do we remember the achievements of two men named Francis?</b></p> <ul style="list-style-type: none"> <li><b>Describe</b> and <b>give reasons</b> why Sir Francis Drake became a hero during the time of Elizabeth I but was despised by the King of Spain, Phillip II;</li> <li><b>Locate, describe</b> and <b>explain</b> the route taken by Sir Francis Drake when he circumnavigated the world;</li> <li><b>Describe the reasons</b> why the English navy defeated the Spanish Armada and begin</li> </ul>
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			<p>to <b>explain</b> the actions that Sir Francis Drake took that showed he was a great commander;</p> <ul style="list-style-type: none"> <li>• <b>Compare</b> and <b>contrast</b> the sailing accomplishments of Sir Francis Drake and Sir Francis Chichester and <b>make a judgment with reasons</b> as to which they consider was the greatest achievement;</li> </ul> <p><b>Enquiry 4: Historically significant event</b>  <b>How did the First World War affect the lives of people where I live?</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> in simple terms why Britain went to war with Germany in 1914 and <b>give reasons</b> why living and fighting in the trenches of the Western Front was so horrific for many soldiers;</li> <li>• <b>Explain</b> some of the ways in which the First World War affected people in their own locality.</li> </ul>
Y2	<p><b>Why do we know so much about where Sappho used to live?</b></p> <p><b>Learning objectives</b>          During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Identify, recognise, describe</b> and <b>suggest reasons</b> for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists;</li> <li>• <b>Describe</b> a 'typical' day in the life of Sappho, a wealthy young teenager, and <b>suggest reasons</b> why she was able to live the life she did <b>compared</b> with many others in the city at the time;</li> </ul>	<p><b>Why was Charles sent to prison?</b></p> <p><b>Learning objectives</b>          During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Recognise</b> some of the ways in which the First World War changed how adults were able to behave in Britain;</li> <li>• <b>Describe</b> and <b>suggest reasons</b> why communication was such a challenge during the First World War and consequently <b>explain</b> why messenger pigeons were so important to the armed forces overseas;</li> <li>• <b>Compare and contrast</b> means of communication in Britain during the time of the First World War with today;</li> </ul>	<p><b>Who is the greatest history maker?</b></p> <p><b>Learning objectives</b>          During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Identify, describe</b> and <b>explain</b> what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom;</li> <li>• <b>Describe, reason</b> and <b>explain</b> what it means for someone such as Guy Fawkes to make history, that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people's lives, beliefs or ideas;</li> </ul>



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	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>describe</b> in simple terms what the Roman Empire was and <b>recognise</b> some of the ways in which the lives of the rich and poor were different in the city of Pompeii;</li> <li>• <b>Describe</b> and <b>provide reasons</b> for the causes and effects of the destruction of Pompeii in ad 79;</li> <li>• <b>Describe</b> the differences between primary and secondary historical evidence about what happened in Pompeii;</li> <li>• <b>Compare and contrast</b> the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in ad 79;</li> <li>• <b>Identify, describe</b> and <b>suggest reasons</b> for the use of a range of smaller artefacts excavated by archaeologists at Pompeii;</li> <li>• <b>Identify</b> and <b>describe</b> the main larger buildings of Pompeii based on artistic and digital reconstructions;</li> <li>• <b>Understand through explanation</b> and modelling how archaeologists reconstructed the remains of the dead at Pompeii and how they died;</li> <li>• <b>Describe</b> and <b>give reasons</b> for the significance of one piece of personal primary historical evidence;</li> <li>• <b>Describe</b> one piece of personal secondary historical evidence and <b>explain</b> some of the ways in which it tells us about the lives of people at some point in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>describe</b> some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War;</li> <li>• Offer <b>reasons</b> for the causes of some of the changes in ways of life they have identified;</li> <li>• <b>Describe</b> the variety of ways in which horses were used during the First World War and <b>explain</b> why their use was so important to the war effort;</li> <li>• <b>Describe</b> the variety of ways in which other animals were used during the First World War and <b>explain</b> why their use was so important to the war effort;</li> <li>• <b>Know and understand through explanation</b> some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify, describe</b> and <b>explain</b> how six significant people made history during their lifetime;</li> <li>• <b>Compare</b> and <b>contrast</b> the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision;</li> <li>• <b>Reflect</b> upon what history makers might achieve during the remainder of this century and <b>describe</b> and <b>explain</b> what they might wish to be remembered for in the future – the mark they would wish to leave on history;</li> <li>• <b>Identify, describe</b> and <b>explain</b> why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers.</li> </ul>
Y3	<p><b>How did the arrival of the Romans change Britain?</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p>	<p><b>Who were the Anglo-Saxons and what was important to them?</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p>	<p><b>What did the Vikings want in Britain and how did Alfred stop them from getting it?</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p>



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	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>describe</b> the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius;</li> <li>• <b>Understand through explanation</b> the motives for Emperor Claudius to invade and occupy Britain in AD 43;</li> <li>• <b>Interpret</b> primary sources of historical evidence to <b>describe</b> the physical appearance of Boudica and make a <b>judgment</b> about the <b>causes and effects</b> of her harsh treatment by the Romans;</li> <li>• <b>Compare and contrast</b> the armies of Boudica and the British Roman governor Paulinus and <b>predict</b> the likely outcome of their battle and <b>justify</b> their decision;</li> <li>• <b>Understand through explanation</b> the difference between historical evidence and legends and folklore;</li> <li>• <b>Distinguish</b> between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood;</li> <li>• <b>Explain</b> what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain;</li> <li>• <b>Identify</b> and <b>describe</b> the main design features of Hadrian's Wall and <b>explain</b> why it proved necessary for Emperor Hadrian to order its construction in AD 122;</li> <li>• <b>Identify</b> and <b>describe</b> the key features of the layout of typical Roman towns in Britain and <b>explain</b> why historians know so much about how they were designed and built;</li> <li>• <b>Describe</b> what a gladiator was and what occurred at gladiatorial games;</li> <li>• <b>Explain</b> who ianistae were and why they owned and trained gladiators in private schools;</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpret</b> both primary and secondary sources of evidence to <b>describe and explain</b> what occurred in ad 410 that contributed to the Romans abandoning Britain forever;</li> <li>• <b>Empathise</b> with the situation and feelings of Emperor Honorius in ad 410 and make a <b>judgment</b> about why the Romans left Britain and the emotions the Emperor may have expressed;</li> <li>• <b>Describe and explain</b> why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and <b>evaluate</b> the advantages and disadvantages of living in this way compared with occupying the existing towns;</li> <li>• <b>Identify and describe</b> a number of Anglo-Saxon gods and <b>explain</b> why the beliefs and religious practices of the Anglo-Saxons were called pagan;</li> <li>• <b>Describe and explain</b> why Britain converted to Christianity following the visit of Augustine and make a <b>reasoned judgment</b> about what the message from Pope Gregory to King Ethelbert might have been;</li> <li>• <b>Recognise</b> and <b>describe</b> some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and <b>evaluate</b> the costs and benefits for ordinary people compared with those of lords and noblemen;</li> <li>• <b>Identify</b> and <b>describe</b> the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, <b>explain</b> why they are so important to historians and, using these artefacts, <b>reach a judgment</b> as to how</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe the reasons</b> for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings';</li> <li>• <b>Describe</b> why 'Vikings' is not, in fact, the correct name for these people and <b>explain</b> who the attackers really were;</li> <li>• <b>Empathise</b> with the likely feelings of the people of the Kingdom of Northumbria and the <b>judgments</b> they might have made as news of the attack spread;</li> <li>• <b>Identify and describe</b> the design features of a longship and <b>explain</b> why it was an ideal vessel for Viking raiding parties along the coast of Britain;</li> <li>• Interpret a range of source evidence to <b>explain</b> why most Viking Norsemen travelled to Britain in Anglo-Saxon times and <b>justify their judgment</b>;</li> <li>• <b>Identify</b> and <b>describe</b> the distribution of those areas of Britain settled by Viking Norsemen;</li> <li>• <b>Compare and contrast</b> the homes of Viking Norsemen with those of Anglo-Saxons and <b>suggest reasons</b> for the similarities and differences <b>observed</b>;</li> <li>• <b>Explain</b> the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;</li> <li>• <b>Evaluate</b> evidence relating to the achievements of Anglo-Saxon King Alfred the Great, <b>reach a judgment</b> as to whether he is justifiably 'great' and <b>justify their decision</b>;</li> <li>• <b>Describe</b> and <b>explain</b> why William, Duke of Normandy, fought the Anglo-Saxon King</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Understand through explanation</b> why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians;</li> <li>• <b>Explain</b> why some Romans held different perspectives about gladiatorial games and how they <b>justified their viewpoints</b>.</li> </ul>	<p>the burial would have been constructed and carried out;</p> <ul style="list-style-type: none"> <li>• <b>Identify, interpret</b> and <b>make a judgment</b> about the origin of Anglo-Saxon place names in their own area or region of England.</li> </ul>	<p>Harold for the English crown at Hastings on 14 October 1066.</p>
Y4	<p><b>How did the lives of ancient Britons change during the Stone Age?</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> the ways of life which are typically associated with the Stone Age period of history and <b>identify</b> and give <b>reasons</b> for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then;</li> <li>• <b>Recognise</b> that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age;</li> <li>• <b>Describe</b> and <b>suggest reasons</b> for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and <b>compare and contrast</b> this with how most people use beaches today;</li> <li>• <b>Describe</b> and <b>explain</b> how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age;</li> <li>• <b>Describe</b> the likely features of Stone Age summer and winter camps in Britain and</li> </ul>	<p><b>What is the secret of the standing stones? (Bronze Age Britain)</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain;</li> <li>• <b>Identify</b> and <b>describe</b> the likely use of a range of Bronze Age artefacts and <b>explain</b> why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age;</li> <li>• <b>Identify, describe</b> and offer <b>reasons</b> for the likely use of artefacts discovered in the grave of the Amesbury Archer;</li> <li>• <b>Explain</b> why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain;</li> <li>• <b>Identify, describe</b> and <b>explain</b> the purpose of monuments, both historically and modern day;</li> <li>• <b>Identify, describe</b> and <b>compare and contrast</b> typical Bronze Age stone monuments and <b>suggest reasons</b> for their design and layout;</li> <li>• <b>Explain through synthesising a number of reasons</b> the possible purpose of the stone monuments at Merrivale;</li> </ul>	<p><b>How do artefacts help us understand the lives of people in Iron Age Britain?</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>describe</b> the common features of the archaeological remains of Iron Age hill forts found around Britain today;</li> <li>• Suggest how an Iron Age hill fort might have appeared when first constructed, giving <b>reasons to justify the choice</b> of features which have been included;</li> <li>• <b>Describe</b> the main features of an Iron Age roundhouse and <b>identify</b> and <b>suggest reasons</b> for the purpose of artefacts found within them;</li> <li>• <b>Compare and contrast</b> their reconstruction with that which professional archaeologists have produced based on available evidence;</li> <li>• <b>Interpret</b> a range of evidence to <b>generate reasons</b>, and then <b>explain</b>, why Iron Age Britain was often a violent time;</li> <li>• <b>Recognise</b> and <b>describe</b> the importance of Iron Age stagers and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago;</li> </ul>



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	<p><b>offer reasons</b> and <b>explain</b> why they were required;</p> <ul style="list-style-type: none"> <li>• <b>Recognise, describe</b> and <b>compare and contrast</b> the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence);</li> <li>• <b>Identify, describe, compare and contrast</b> and <b>explain</b> some of the important ways in which life for ancient Britons changed during the Stone Age.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding through <b>explaining</b> the significance of a monument either in the local area and/or a monument of global importance (see also possible homework activities);</li> <li>• Suggest and <b>describe</b> possible additional wooden and cloth features to the stone monuments at Merrivale and <b>justify</b> their selection;</li> <li>• <b>Empathise</b> through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age;</li> <li>• Based on knowledge with some additional research, <b>identify, describe, explain</b> and <b>justify</b> the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recognise</b> the range of <b>reasons</b> suggested for the discovery of a magnificent Iron Age shield in the River Witham and <b>synthesise</b> these reasons into an <b>explanation</b>;</li> <li>• <b>Describe</b> who Boudica was and <b>explain</b> why she fought the Romans when they invaded Britain at the end of the Iron Age.</li> </ul>
Y5	<p><b>The story of the Trojan Horse: historical fact, legend or classical myth?</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>explain</b> the main events in the siege of the city of Troy during the Trojan War in Ancient Greece;</li> <li>• <b>Evaluate</b> and <b>critique</b> the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate <b>conclusions</b>;</li> <li>• <b>Reach a conclusion</b> and <b>make a judgment</b> regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and <b>justify their decision</b>;</li> <li>• <b>Review</b> and <b>evaluate</b> the 'historical' evidence regarding the existence of the lost</li> </ul>	<p><b>What did King George VI mean when he said "the history of York is the history of England?"</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>suggest reasons</b> for the manufacture and use of Roman head pots discovered at York and suggest a reconstruction from archaeological remains, <b>justifying their decisions</b>;</li> <li>• <b>Explain</b> how the discovery of the York Coppergate Anglo-Saxon helmet allowed historians to understand more about the ancient Kingdom of Northumbria;</li> <li>• <b>Explain</b> the genre of historical fiction and <b>make a justified judgment</b> about the life of Oshere and the story behind his unclaimed helmet;</li> </ul>	<p><b>Why did the Ancient Maya change their way of life?</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Identify, locate</b> and <b>describe</b> the region of the world in which Maya people live and <b>explain</b> using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like;</li> <li>• <b>Identify, describe</b> and provide <b>reasons to explain</b> the occupations of modern Maya people;</li> <li>• Refer to primary evidence to <b>identify</b> and <b>describe</b> the lost jungle cities of the Maya and reach a <b>judgment</b> as to their purpose, <b>justifying their reasoning</b>;</li> </ul>



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	<p>Kingdom of Atlantis and <b>reach a judgment</b> as to its reliability and trustworthiness.</p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>explain</b> how the Church during Norman times was able to raise the funds required to build York Minster;</li> <li>• <b>Empathise</b> with those who were required to pay tithes and work for free during the construction of York Minster;</li> <li>• <b>Describe</b> and <b>explain</b> why a battle was fought at Marston Moor in 1644 and <b>evaluate</b> a range of sources to <b>reach a judgment</b> about why killing a dog was so important to one of the armies fighting on that day;</li> <li>• <b>Identify, describe</b> and <b>explain</b> why the arrival of the railways in York, together with the invention of the coal-fired steam engine, led to the building of large manufacturing factories in the city;</li> <li>• <b>Compare and contrast</b> working conditions in the Rowntree factory in York with those of most other Victorian factories of the time and <b>reach a judgment</b> that <b>explains</b> the differences;</li> <li>• <b>Explain</b> why some wealthy businessmen and politicians became social reformers and philanthropists during the 19th century and <b>evaluate</b> some of the impacts they had;</li> <li>• <b>Compare and contrast</b> the features of one other Norman Gothic cathedral in England with those of York Minster.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand through <b>explanation</b> the purpose of the ancient Maya city of Chichen Itza;</li> <li>• <b>Describe</b> the system of terraced farming used by the Maya in mountainous areas and <b>explain</b> why this method helped to stop the precious soil being eroded or washed away;</li> <li>• <b>Infer</b> using <b>reasoning</b> and <b>informed judgment</b> the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – <b>justifying</b> their <b>conclusions</b>;</li> <li>• <b>Explain</b> the social and religious importance of the Maya ball game pok-a-tok;</li> <li>• <b>Evaluate</b> and synthesise a range of ideas to reach a <b>judgment</b> as to the likely cause of the gradual abandonment of the Maya jungle cities and <b>justify their conclusions</b>.</li> </ul>
Y6	<p><b>Why was winning the Battle of Britain in 1940 so important?</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Evaluate</b> a range of primary and secondary sources to <b>explain</b> why Britain faced the risk</li> </ul>	<p><b>Why did Britain once rule the largest empire the world has ever seen?</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p>	<p><b>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</b></p> <p><b>Learning objectives</b> During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>explain</b> the historical significance of the bones bought by Wang</li> </ul>



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	<p>of an invasion in June 1940 and <b>reach a judgment</b> about how serious that threat was;</p> <ul style="list-style-type: none"> <li>• Interpret numerical and written evidence to <b>explain</b> and <b>justify</b> why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940;</li> <li>• <b>Identify, describe, explain</b> and <b>evaluate</b> the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and <b>make a judgment</b> as to which of these they feel were most significant;</li> <li>• <b>Describe</b> and <b>explain</b> the reasons why King John signed the Magna Carta in 1215, and <b>evaluate</b> and reach a <b>judgment</b> about why, like the Battle of Britain, it can be considered an important turning point in British history.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>describe</b> the extent of the British Empire in 1921 and <b>explain</b> what it meant to be a colony;</li> <li>• <b>Describe</b> and <b>explain</b> the main reasons why Britain wanted an empire and <b>evaluate</b> and <b>justify</b> their choice of those factors that they consider were most significant;</li> <li>• Interpret a range of evidence to <b>reach a conclusion</b> and <b>make a judgment</b> as to why the British Empire has all but disappeared;</li> <li>• Interpret a wide range of sources to <b>evaluate</b> the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a <b>judgment</b> about the actions taken by Britain, <b>justifying</b> their views;</li> <li>• <b>Identify and describe</b> the countries that currently belong to the Commonwealth and <b>explain</b> the purposes and benefits of being part of this organisation.</li> </ul>	<p>Yirong in a market in Peking (now Beijing) in 1899;</p> <ul style="list-style-type: none"> <li>• <b>Explain the significance</b> of oracle bones to Shang rulers and <b>reach a judgment</b> regarding how they might have been used, <b>justifying their decision</b>;</li> <li>• <b>Identify, describe</b> and <b>compare and contrast</b> the lives of people in different sections of Shang society and <b>explain</b> why our understanding of the Shang people as a whole is a very limited one;</li> <li>• <b>Recognise, describe</b> and <b>justify</b> the qualities they feel are required in a great ruler and <b>compare and contrast</b> these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty;</li> <li>• <b>Make a reasoned judgment</b> from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of graverobbers;</li> <li>• <b>Describe</b> and <b>explain</b> the achievements of Queen Elizabeth I as queen of England to <b>evaluate</b> the leadership qualities she possessed and <b>reach a judgment</b> about why she was such an effective leader.</li> </ul>
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