

EYFS – Starry Night					
Historical Aspect	Development Matters (Reception)	Knowledge	Skills	ELGs (feed into)	Coverage in other Units
Report & Conclude	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Comment on images of familiar situations in the past.</li> </ul> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Engage in storytimes</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> </ul>	<p><b>Stories, books and pictures are used to help people to find out about people and events from the past.</b></p>	<p><i>Share stories and talk about events in the past.</i></p>	<p><u>Understanding the World</u></p> <p>Past and Present</p> <p><u>Communication and Language</u></p> <p>Listening and Attended</p> <p>Speaking</p>	Once Upon a Time
Artefacts & Sources	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Comment on images of familiar situations in the past</li> </ul> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Use new vocabulary in different contexts.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p><b>Objects from the past can look different to objects from the present.</b></p>	<p><i>Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</i></p>	<p><u>Understanding the World</u></p> <p>Past and Present</p> <p><u>Communication and Language</u></p> <p>Listening and Attended</p> <p>Speaking</p>	Once Upon a Time

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Y1 – Bright Lights Big City			
Knowledge		Skills	Coverage in other Units
Hierarchy and Power			
EYFS	Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories	Explore and talk about pictures, stories and information books on the theme of royalty	No
Y1	<b>A monarch is a king or queen who rules a country.</b>	<b>Describe the role of a monarch.</b>	
Y2	Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.	Describe the hierarchy of a past society.	
Significant People			
EYFS	Some people in history are significant because they did important things that changed the world or how we live	Share stories and talk about significant people who lived in the past.	Childhood School Days
Y1	<b>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</b>	<b>Understand the term significant and explain why a significant individual is important.</b>	
Y2	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	
British History			
EYFS	Stories, or narratives, can tell us about important things that happened in the past	Listen to and talk about stories describing significant events from the past.	School Days
Y1	<b>Significant historical events include those that cause great change for large numbers of people.</b>	<b>Describe a significant historical event in British history.</b>	
Y2	Important individual achievements include great discoveries and actions that have helped many people.	Describe and explain the importance of a significant individual's achievements on British history.	

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Y2 - Coastline			
Knowledge		Skills	Coverage in other Units
<b>Everyday Life</b>			
Y1	Aspects of everyday life include houses, jobs, objects, transport and entertainment.	<i>Describe an aspect of everyday life within or beyond living memory.</i>	Movers & Shakers
Y2	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	<i>Describe the everyday lives of people in a period within or beyond living memory.</i>	Magnificent Monarchs
Y3			
<b>Compare &amp; Contrast</b>			
Y1	<b>Identifying similarities and differences helps us to make comparisons between life now and in the past</b>	<i>Identify similarities and differences between ways of life within or beyond living memory.</i>	Movers & Shakers
Y2	A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	<i>Describe what it was like to live in a different period.</i>	Magnificent Monarchs
Y3	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.	<i>Explain the similarities and differences between two periods of history.</i>	
<b>Significant Events</b>			
Y1	Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.	<i>Identify some key features of a significant historical event beyond living memory.</i>	Magnificent Monarchs
Y2	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.	<i>Explain why an event from the past is significant.</i>	
Y3	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	<i>Explain the cause and effect of a significant historical event.</i>	
<b>Significant People</b>			
Y1	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.	<i>Understand the term significant and explain why a significant individual is important.</i>	Movers & Shakers
Y2	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.	<i>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</i>	Magnificent Monarchs
Y3	Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.	<i>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</i>	
<b>British History</b>			
Y1	Significant historical events include those that cause great change for large numbers of people.	<i>Describe a significant historical event in British history.</i>	Movers & Shakers
Y2	Important individual achievements include great discoveries and actions that have helped many people.	<i>Describe and explain the importance of a significant individual's achievements on British history.</i>	Magnificent Monarchs
Y3	Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.	<i>Describe how a significant event or person in British history changed or influenced how people live today.</i>	

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Y3/4 – Rocks, Relics & Rumbles			
Knowledge		Skills	Coverage in other Units
Artefacts & Sources			
Y2	Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	Through the Ages  Ancient Civilisations
Y3	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.	Make deductions and draw conclusions about the reliability of a historical source or artefact.	
Y4	Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	
Y5	Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.	Use a range of historical sources or artefacts to build a picture of a historical event or person.	
Significant Events			
Y2	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.	Explain why an event from the past is significant.	Through the Ages  Ancient Civilisations
Y3	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	Explain the cause and effect of a significant historical event.	
Y4	Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.	Explain in detail the multiple causes and effects of significant events.	
Y5	Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.	Explain why an aspect of world history is significant.	
Significant People			
Y2	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Ancient Civilisations
Y3	Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	
Y4	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.	Construct a profile of a significant leader using a range of historical sources.	
Y5	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	
British History			

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Y2	Important individual achievements include great discoveries and actions that have helped many people.	<i>Describe and explain the importance of a significant individual's achievements on British history.</i>	Through the Ages
Y3	Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.	<i>Describe how a significant event or person in British history changed or influenced how people live today.</i>	Ancient Civilisations
Y4	Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.	<i>Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</i>	
Y5			

**Y5 – Dynamic Dynasties**

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Knowledge		Skills	Coverage in other Units
Hierarchy and Power			
Y4	Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.	Describe the hierarchy and different roles in past civilisations.	No
Y5	Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline.	Describe the significance, impact and legacy of power in ancient civilisations.	
Y6	Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.	Describe and explain the significance of a leader or monarch.	
Civilisations			
Y4	The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).	No
Y5	The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.	Study a feature of a past civilisation or society.  Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	
Y6	The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	
Report & Conclude			
Y4	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Ground breaking Gods
Y5	Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy	
Y6	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.	
Communication			
Y4	Historical terms include abstract nouns, such as invasion and monarchy.	Use more complex historical terms to explain and present historical information.	Ground breaking Gods  Sow, Grow & Farm
Y5	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	
Y6	Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.	Use abstract terms to express historical ideas and information.	
Artefacts & Sources			
Y4	Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the	Explain how the design, decoration and materials used to make an	

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	<p>owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p> <p>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</p>	<p>artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p>	
Y5	<p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</p>	<p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Find evidence from different sources, identify bias and form balanced arguments.</p>	Ground breaking Gods
Y6	<p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</p> <p>Different types of bias include political, cultural or racial.</p>	<p>Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p>	
Compare & Contrast			
Y4	<p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p>	<p>Compare and contrast two civilisations.</p>	
Y5	<p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p>	<p>Compare and contrast an aspect of history across two or more periods studied.</p>	Ground breaking Gods
Y6	<p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p>	<p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p>	
Significant Events			
Y4	<p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p>	<p>Explain in detail the multiple causes and effects of significant events.</p>	Ground breaking Gods
Y5	<p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p>	<p>Explain why an aspect of world history is significant.</p>	
Y6	<p>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p>	<p>Present a detailed historical narrative about a significant global event.</p>	
Significant People			
Y4	<p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p>	<p>Construct a profile of a significant leader using a range of historical sources.</p>	Ground breaking Gods
Y5	<p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p>	<p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p>	
Y6	<p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</p>	<p>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p>	
Chronology			
Y4	<p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p>	<p>Sequence significant dates about events within a historical time period on historical timelines.</p>	Ground breaking Gods
Y5	<p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.</p>	<p>Sequence and make connections between periods of world history on a timeline.</p>	

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Y6	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.	
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Y6 – Frozen Kingdoms

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Knowledge		Skills	Coverage in other Units
<b>Civilisations</b>			
Y5	The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.	<i>Study a feature of a past civilisation or society.</i>	Maafa
Y6	An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.	<i>Describe some of the significant achievements of mankind and explain why they are important.</i>	Britain at War
<b>Report &amp; Conclude</b>			
Y5	Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	<i>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</i>	Maafa
Y6	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).	<i>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</i>	Britain at War
<b>Significant Events</b>			
Y5	Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.	<i>Explain why an aspect of world history is significant.</i>	Maafa
Y6	Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.	<i>Present a detailed historical narrative about a significant global event.</i>	Britain at War
<b>Significant People</b>			
Y5	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.	<i>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</i>	No
Y6	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.	<i>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</i>	
<b>Changes over Time</b>			
Y5	Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.	<i>Frame historically valid questions about continuity and change and construct informed responses.</i>	Maafa
Y6	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.	<i>Describe the causes and consequences of a significant event in history.</i>	Britain at War

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