

Intent	<p>"Always, remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." (Harriet Tubman)</p> <p>"Those who do not learn history are doomed to repeat it." (George Santayana)</p> <p>"History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future." (Robert Penn Warren)</p> <p>As Historians at Bold Futures, all children will be inspired to develop a natural curiosity and fascination about Britain's past and that of the wider world. Through an engaging range of topics, our children will develop their knowledge about the history of Britain and how it has influenced and been influenced by the wider world. They will also research and analyse significant aspects of the history of the wider world, such as ancient civilisations and empires. Throughout their primary experience, they will investigate historical changes in their own living memory and beyond and interpret and reflect on the lives of significant people of the past. As well as gaining critical knowledge, the children will also explore and develop methods of historical enquiry, such as: how to ask and answer perceptive questions; how to think critically by analysing and evaluating evidence; and how to develop their own judgements. Children in all year groups will develop a love for history through both their experiences in the classroom and via the use of visitors and external visits. Through these experiences, children will learn lessons from history to influence the decisions they make in their lives in the future.</p>					
Reception Goals	<p>Early Learning Goals Knowledge and Understanding of the World.</p> <p>Past and Present: Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Educational Programme</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> Children can talk about members of their immediate family, including people from their school. Children use photos of previous events to talk about what happened. <p><i>We have many days where we have special events (Stay and Plays, Nursery Rhyme Day, cooking events and many more). We then talk to the children about what happened, talking in the past tense and encouraging them to remember and talk about things that happened - yesterday, last week, last summer...</i></p> <p><i>We differentiate between past and present when talking and have a focus on verb endings in English - walk/walked/walking.</i></p>		<ul style="list-style-type: none"> Recall past events that happened without reference to photos. <ul style="list-style-type: none"> Talk about things that will happen in the future. <p><i>Continuing as the Autumn Term, but we also talk about tomorrow, next week and plan ahead with the children. They are included in our planning for upcoming events and we focus on the vocabulary of the future - what will be happening soon. The extension is to remember without needing the prompt of a photo to support their memory. Our topic of "Heroes" includes People Who Help Us, and we learn about the jobs of people in society as well as our own parents.</i></p>		<ul style="list-style-type: none"> Children are able to talk about how they have changed since they were born. Children talk about journeys they have taken, how they travelled and describe how long it took in simple terms. <p><i>We use a text called "Once Their Were Giants" as part of this topic, and explore the life cycle of humans as well as other animals like butterflies, frogs and farm animals. The pictures in this book are from a range of times and we discuss how things have changed over their lives - and their parents lives.</i></p> <p><i>We have a project on journeys and countries and we encourage the children to share their project and how they travelled. They remember the event and whether it was a long way and took a long time, or was quick and short.</i></p>	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>A1 History unit: Changes within living memory Big question: <u>How have toys changed over time?</u></p> <p>Change and Continuity: I can identify old and new objects and explain their similarities and differences. To sort and match objects to people who may have used those objects. To describe how some aspects of life today differ from the past. To recognise the difference between past and present in their own lives and other people's lives. To recognise that not everyone in the past had the same experiences.</p> <p>Characteristic Features: I can identify key features from that time period. To recognise that toys and technology could be different in the past. To identify significant features of toys not seen today.</p> <p>Chronology: I can order toys in a visual timeline. To use words and phrases (old, new, now, then, yesterday). To sort photos from different periods</p> <p>Historical Interpretation: I can recognise that the past can be seen in different ways. To identify different ways to represent the past.</p> <p>Historical Enquiry: I can use sources to compare toys from the past and present. To sort artefacts and photos into then and now. To extract simple information from sources. To ask and answer questions related to different sources.</p> <p>Milestones Museum trip.</p> <p>A2 Geography focus: Local area</p>	<p>Sp1 History unit: Significant individuals Big question: <u>Would you want to be the first person to the moon or travel to the moon tomorrow?</u></p> <p>Cause and Consequence: I can identify and explain how a person or event has impacted a historical time period. To give reasons why someone did what they did in a historical setting. To draw simple conclusions from people's actions in the past. To give clear explanations of an important event in history, offering two or three reasons why that event took place.</p> <p>Historical Significance: I can identify and explain how a person or civilisation has contributed to a period of time. To give reasons why events in history happened. To discuss the significance of a key historical figure's contribution to a period of time (eg..</p> <p>Chronology: I can order events in a visual timeline of Britain. To use words and phrases (old, new, now, then, yesterday). To sequence events in chronological order. To sort photos from different periods</p> <p>Historical Enquiry: I can use sources to find out information about the past. To sort artefacts and photos into then and now. To extract simple information from sources. To ask and answer questions related to different sources.</p> <p>Historical Interpretation: I can recognise that the past can be seen in different ways To identify different ways to represent the past.</p> <p>Characteristic Features: I can identify key features from that time period. To recognise that toys and technology could be different in the past. To identify significant features of toys not seen today.</p> <p>Change and Continuity: I can identify old and new objects and explain their similarities and differences To describe how some aspects of life today differ from the past. To recognise that not everyone in the past had the same experiences.</p> <p>Sp2 Geography focus: Simple maps with basic symbols.</p>	<p>S1 History unit: Events beyond living memory. Big question: <u>Who was to blame for the Great Fire of London?</u></p> <p>Historical Significance: I can identify and explain how a person or civilisation has contributed to a period of time. To give reasons why events in history happened. To discuss the significance of a key historical figure's contribution to a period of time (eg..</p> <p>Historical Enquiry: I can retrieve information about an event from sources. To sort artefacts and photos etc. into then and now To extract simple information from text/pictures/objects etc</p> <p>Chronology: I can order events in a visual timeline of Britain. To use words and phrases (old, new, now, then, yesterday). To sequence events in chronological order. To sort photos from different periods</p> <p>Characteristic Features: I can identify key features from that time period To use a range of sources to find out about characteristic features from the past e.g. artefacts, pictures.</p> <p>Cause and Consequence: I can explain why the Great Fire of London took place. To give clear explanations of an important event in history, offering two or three reasons why it took place.</p> <p>Historical Interpretation: I can identify different perspectives to who started the Great Fire of London. To understand that a historical event can be represented in lots of different ways e.g. a photo, etc. To understand that we have different views of historical events.</p> <p>S2 Geography focus: United Kingdom.</p>			



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p><i>A1 Geography focus: Continents and Oceans. North/Shouth pole, equator.</i></p> <p><i>A2 History unit: Significant people</i></p> <p>Big question: <u>Nursing has not changed in over 100 years. True or false?</u></p> <p>Historial significance: I can identify and explain how a person or civilisation has contributed to a period of time.</p> <p><i>To give reasons why events in history happened.</i></p> <p><i>To discuss the significance of a key historical figure's contribution to a period of time (eg..</i></p> <p>Chronology: I can order events in a visual timeline of Britain.</p> <p><i>To use words and phrases (old, new, now, then, yesterday).</i></p> <p><i>To sequence events in chronological order.</i></p> <p>Change and Continuity: I can identify significant nurses and their practices in time and explain their similarities and differences.</p> <p><i>To sort old medical equipment with nurses from that era compared to modern equipment.</i></p> <p><i>To describe how some aspects of nurses today differ from the past.</i></p> <p><i>To recognise the difference between past and present in their own lives and other people's lives.</i></p> <p><i>To recognise that not everyone in the past had the same experiences.</i></p> <p>Characteristic Features: I can identify key features from that time period.</p> <p><i>To recognise that nursing and nursing practices could be different in the past.</i></p> <p><i>To identify significant features of nursing.</i></p> <p>Historical Interpretation: I can recognise that the past can be seen in different ways.</p> <p><i>To identify different ways to represent the past.</i></p> <p><i>To understand that we have different views of historical individuals.</i></p> <p>Fort Nelson Trip.</p>	<p><i>Sp1 Geography focus: Simple maps with basic symbols.</i></p> <p><i>Sp2 History unit: Local area</i></p> <p>Big question: <u>Where do our school names come from?</u></p> <p>Historical Significance: I can identify and explain how a person or civilisation has contributed to a period of time.</p> <p><i>To give reasons why events in history happened.</i></p> <p><i>To discuss the significance of a key historical figure's contribution to a period of time (eg..</i></p> <p>Chronology: I can order events in a visual timeline of Aldershot.</p> <p><i>To use words and phrases (old, new, now, then, yesterday).</i></p> <p><i>To sequence events in chronological order.</i></p> <p>Historical Enquiry: I can use sources to find out information about the past.</p> <p><i>To sort artefacts and photos into then and now.</i></p> <p><i>To extract simple information from sources.</i></p> <p><i>To ask and answer questions related to different sources.</i></p> <p>Characteristic Features: I can identify key features from that time period</p> <p><i>To recognise key features of Aldershot from past and present.</i></p> <p><i>To use a range of sources to find out about characterstic freatures from the past e.g. arterfacts pictures etc.</i></p> <p><i>To identify significant features of toys not seen today.</i></p> <p>Cause and Consequence: I can explain why the schools Wellington and Marlborough are named from.</p> <p><i>To give clear explanations of an important event in history, offering two or three reasons why it took place.</i></p> <p>Aldershot military museum (use map skills from Spring 1)</p>	<p><i>S1 History unit:Significant individuals</i></p> <p>Big question: <u>The only way to fly is on a plane. True or false?</u></p> <p>Characteristic Features: I can identify key features from that time period.</p> <p><i>To recognise that toys and technology could be different in the past.</i></p> <p><i>To identify significant features of toys not seen today.</i></p> <p>Chronology: I can order events in a visual timeline linked to aviation.</p> <p><i>To use words and phrases (old, new, now, then, yesterday).</i></p> <p><i>To sequence events in chronological order.</i></p> <p>Cause and Consequence: I can identify and explain how a person or event has impacted a historical time period.</p> <p><i>To give reasons why someone did what they did in a historical setting.</i></p> <p><i>To draw simple conclusions from people's actions in the past.</i></p> <p><i>To give clear explanations of an important event in history, offering two or three reasons why that event took place.</i></p> <p>Historical Enquiry: I can use sources to find out information about the past.</p> <p><i>To sort artefacts and photos into then and now.</i></p> <p><i>To extract simple information from sources.</i></p> <p><i>To ask and answer questions related to different sources.</i></p> <p><i>S1 Geography focus: Understand geographical similarities and differences (Aldershot and Nepal)</i></p>			

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Year 3	<p>A1 History unit: Stone age, Iron age and Bronze Age</p> <p>Enquiry question: <u>Would you prefer to live in the Stone, Bronze or Iron Age? Why?</u></p> <p>Characteristic Features: I can compare time periods and talk about key features from that time (eg: houses, clothing, food).</p> <p>To identify the main features of the Stone Age, Bronze Age and Iron Age.</p> <p>To describe some similarities and differences in people's lives over the period.</p> <p>To use period specific language.</p> <p>To begin to compare and evaluate the key aspects of each time period.</p> <p>Chronology: I can order events in a visual timeline of Britain</p> <p>To order events and place pre-history in a visual timeline of prehistoric Britain</p> <p>To explain the meaning of the term 'pre-history'.</p> <p>Continuity and Change:</p> <p>I can investigate what has changed and what has stayed the same over a period of time.</p> <p>To describe and evaluate some changes between this time period and modern Britain.</p> <p>To describe and evaluate aspects of life which has stayed the same.</p> <p>Historical Interpretation: I can explain why events in history may be interpreted differently.</p> <p>To examine a range of sources.</p> <p>To explain why there may be many versions or descriptions of life in Stone Age Britain.</p> <p>Butser Farm Trip</p> <p>A2 Geography unit: Mountains</p>		<p>Sp1 Geography unit: Volcanoes</p> <p>Sp2 History unit: Romans</p> <p>Enquiry question: <u>What did the Romans leave behind?</u></p> <p>Historical Significance: I can identify and explain how a person or civilisation has contributed to a period of time.</p> <p>To give reasons why events in history happened.</p> <p>To discuss the significance of a key historical figure's contribution to a period of time (eg: Emperor Claudius).</p> <p>To discuss how history has influenced different religions and social diversity in modern Britain.</p> <p>To identify how and why significance reveals something about lifestyles from history or contemporary life.</p> <p>Chronology: I can use more precise vocabulary to describe the passing of time.</p> <p>To understand that historical periods overlap each other and vary in length.</p> <p>Characteristic features: I can compare time periods and talk about characters from that time.</p> <p>To compare and explain the similarities and differences between ways of life in Roman and modern Britain.</p> <p>Historical Enquiry: I can use a range of historical sources to answer questions.</p> <p>To describe and question the origins and purposes of sources using knowledge of time periods and civilisations.</p> <p>To ask perceptive questions.</p> <p>To select suitable information and sources to formulate and investigate key historical questions.</p>		<p>S1 History unit: Ancient Egyptians</p> <p>Enquiry question: <u>Which Pharaoh was the most significant to the people of Egypt and our lives today?</u></p> <p>Chronology: I can order events which may overlap in history.</p> <p>To develop an understanding of chronology.</p> <p>To place ancient civilisations in a visual timetable of world history.</p> <p>To compare time periods on a timeline.</p> <p>To use dates to order events.</p> <p>To use vocabulary to describe the passing of time.</p> <p>Historical Significance: I can evaluate and explain how and why a particular Pharaoh had a significant impact in their time period.</p> <p>To use the 3 Rs (Results in Change, Remarkable and Remembered) to describe how a Pharaoh was significant.</p> <p>To ask valid questions about people, places and events.</p> <p>Characteristic features: I can identify and describe key aspects of life in Ancient Egypt.</p> <p>To use and understand the terminology related to the structure of Ancient Egyptian society.</p> <p>Historical Interpretation: I can use a range of sources to talk about how a person has contributed to a period of time.</p> <p>To understand what primary and secondary source are and how they differ.</p> <p>To discuss the reliability of primary and secondary sources.</p> <p>To begin to recognise differences between versions of the same event (ie: a Pharaoh's death ceremony)</p> <p>To begin to explain why there may be more than one interpretation of events.</p> <p>Historical Enquiry: I can use a range of sources and artefacts to answer questions</p> <p>To describe (in simple terms) how sources reveal important information about the past.</p> <p>To give reasons why events in history happended and why they were important.</p> <p>Cinderella of the Nile</p> <p>Letter from the British Museum - our suggestions for updating their Ancient Egypt display about the Pharaohs.</p> <p>S2 Geoqrphy unit: Local area</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><i>A1 Geography unit: Rivers</i> <i>A2 History unit: Ancient Greeks - Let the games begin!</i> Enquiry Question: <u>What did the Greeks do for us?</u></p> <p>Historical Interpretation: I can investigate and evaluate the legacy of the Greeks to life in modern Britain. To describe how different interpretations may arise about the same event/artefact. To understand and explain how historical understanding is continuously being revised and why. To begin to evaluate how to potentially rewrite the past, should new evidence be found. Change and continuity: I can describe, using examples, how life has changed in the UK since the Ancient Greek time period. To explain why and how changes in different places may be connected. Characteristic features: I can explain how people lived in the past. To compare artefacts and explain how they were used in the past and how they may be used in modern times. To compare the similarities and differences between ways of life in Ancient Greece and modern Britain. To consistently use period specific language in explanations. Historical Significance: I can identify and explain how a person or civilisation has contributed to a period of time To give reasons why events in history happened and their significance. To compare time periods and discuss characters from that era.</p> <p><i>Ancient Greece (Let the Games begin)</i> <i>Greek Day, including our own mini Olympic Games.</i></p>		<p><i>Sp1 History unit: Anglo-Saxons</i> Enquiry question: <u>Were the Anglo-Saxons the ruin of Britain?</u></p> <p>Cause and consequence: I can identify causes and consequences or events. I can explain consequences in terms of immediate and long term. To identify and explain which groups of Anglo-Saxons came to Britain; including why they came and where they came from. To describe how their arrival and eventual dominance affected Britain. To identify what changed as the Saxons became established in Britain. Chronology: I can begin to understand how historical periods overlap each other and vary in length. To order events in a visual timeline and discuss what happened in key events To compare time periods and talk about characters from that time. To use more precise chronological vocabulary. Change and continuity: I can describe, using examples, how life has changed in the UK since the Saxons time period. To explain why and how changes in different places may be connected. Historical Interpretation: I can investigate and evaluate the legacy of the Anglo-Saxons to life in modern Britain. Historical Interpretation: I can understand that different accounts of the past emerge for different reasons. To describe how different interpretations may arise about the same event/artefact. To understand and explain how historical understanding is continuously being revised and why. To begin to evaluate how to potentially rewrite the past, should new evidence be found. To analyse and explain why different people may give a different emphasis to a historical event. To understand and evaluate that some interpretations may be more reliable than others. <i>Saxons (History Loan Box)</i> <i>Sp2 Geography unit: Biomes and climate zones</i></p>		<p><i>S1 History unit: Local area</i> Big question: <u>Why is Aldershot known as the 'home of the army'?</u></p> <p>Historical Significance: I can identify and explain how a person or civilisation has contributed to a period of time. To give reasons why events in history happened. To discuss the significance of a key historical figure's contribution to a period of time (eg..) Chronology: I can order events relating to Military prescence in Aldershot. To use words and phrases (old, new, now, then, yesterday). To sequence events in chronological order. Historical Enquiry: I can use sources to find out information about the past. To sort artefacts and photos into then and now. To extract simple information from sources. To ask and answer questions related to different sources. Characteristic Features: I can identify key features from that time period To recognise key features of different regiments based in Aldershot. To use a range of sources to find out about characterstic freatures from the past e.g. arterfacts pictures etc. To identify a civillisations contribution to an area. Cause and Consequence: I can make connections between Aldershot and the military. To give clear explanations of an important event in history, offering two or three reasons why it took place.</p> <p><i>Visit Nepalese memorial garden in town. Nepalese community centre. Gurkha soldiers to come in?</i> <i>S2 Geography unit: Natural resources</i></p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>A1 History unit: Anglo-Saxons</p> <p>Enquiry question: <u>Was King Alfred really great?</u></p> <p>Historical Significance: I can investigate the impact of King Alfred as historical leader.</p> <p>To explore and provide valid reasons for the impact of King Alfred as a significant leader.</p> <p>To predict, reason and pose questions about a significant person in history.</p> <p>To develop and use criteria to make judgements about the significance of people within a particular historical narrative.</p> <p>Chronology: I can order events in a visual timeline of Britain, including the Viking invasions.</p> <p>To develop an understanding of chronology.</p> <p>To use dates to order events.</p> <p>To use and understand the terms AD/BC and BCE (Before the Common Era/CE (Common Era)</p> <p>Characteristic features: I can compare and explain aspects of Anglo Saxon life.</p> <p>To understand and explain that some past civilisations in different parts of the world have important similarities.</p> <p>To identify and make links between significant characteristics of a civilisation and others studied (eg: the Vikings).</p> <p>Continuity and Change: I can give simple explanations (with simple examples) of why changes happened during Anglo Saxon times.</p> <p>To understand there are usually a combination of reasons for change.</p> <p>To understand that changes do not impact everyone in the same way or at the same time.</p> <p>Historical Interpretation: I can re-tell historical events from different view points (attack of Lindisfarne from Anglo-Saxon and Viking perspectives).</p> <p>To recognise differences between versions of the same event.</p> <p>To give a simple explanation of why there may be more than one version.</p> <p>Historical Enquiry: I can explain, using evidence, why a source may be unreliable.</p> <p>To construct reasoned arguments about aspects of events and periods studied.</p> <p>To understand that some interpretations are more reliable than others.</p> <p>Anglo Saxons and Vikings (History Loan Box)</p> <p>A2 Geography unit: Biomes</p>		<p>Sp1 History unit: Treacharous Tudors</p> <p>Enquiry question: <u>Who was the most significant monarch in the Tudor era?</u></p> <p>Characteristic features: I can identify features of a tudor palace.</p> <p>To recognise and identify features from the Tudor period.</p> <p>To investigate historical architecture.</p> <p>Historical significance: I can illustrate the impact of the Tudor monarchs within trade and military advances. I can present and reason who the most significant monarch in the Tudor era was. Hampton Court Palace</p> <p>To set and use criteria to make judgements about the significant events or actions taken during a time period.</p> <p>To recognise that this significance may vary over time and by the interpretations of those to whom the source is attributed (the provenance).</p> <p>Chronology: I can use a timeline to understand the chronology and significance of Tudor monarchs.</p> <p>To develop an understanding of chronology.</p> <p>To use dates to order succession of different Tudor monarchs.</p> <p>To use and understand the terms AD/BC and BCE (Before the Common Era/CE (Common Era)</p> <p>Change and Continuity: I can explore and compare life in Tudor England during different reigns.</p> <p>To understand there are usually a combination of reasons for change.</p> <p>To compare similarities and differences of different Tudor monarchs' regins.</p> <p>To understand that changes do not impact everyone in the same way or at the same time.</p> <p>Historical enquiry: I can examine the role of religion within Tudor England.</p> <p>To construct reasoned arguments about historical events.</p> <p>Hampton Court Palace</p> <p>Sp2 Geography unit: Space race</p>		<p>S1 Geography unit: Trade links</p> <p>S2 History unit: Early civillisations</p> <p>Enquiry question: <u>Which civilisation was the most significant and why?</u></p> <p>Characteristic Features: I can compare, contrast and make links between time periods and talk about key features from that time (eg: houses, clothing, food).</p> <p>To identify the main features of the earliest civilisations.</p> <p>To give reasoned explanations about the similarities and differences between ways of life in different civilisations.</p> <p>To use period specific language.</p> <p>To compare and evaluate the key aspects of each time period</p> <p>Chronology: I can order civilisations in a visual timeline of the world</p> <p>Use historical knowledge to unpick the place in time</p> <p>Further develop understanding of a timeline</p> <p>Understand how previous events impact the future</p> <p>Historical Significance: I can make judgements about the significance of the earliest civilisations</p> <p>To set and use criteria to make judgements about the significant events or actions taken during a time period.</p> <p>To recognise that this significance may vary over time and by the interpretations of those to whom the source is attributed (the provenance).</p> <p>Historical Enquiry: I can interpret sources and judge their reliability.</p> <p>To construct reasoned arguments about historical events.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><i>A1 History unit: Titanic</i></p> <p>Enquiry question: <u>Without Titanic, would Southampton be the city it is today?</u></p> <p>Historical Enquiry: I can predict, reason and pose valid questions about a period in time, event or significant person in history (The Titanic).</p> <p>To create a character profile based on what I know about an era, social class and circumstances, and compare it to modern Britain.</p> <p>To pose questions to deepen my understanding of a key events or person's actions in history.</p> <p>To construct reasoned arguments about events and civilisations.</p> <p>To question source reliability with reference to the civilisation, considering why different sources may give conflicting information.</p> <p>Chronology: I can accurately place key dates and events in chronological order.</p> <p>To use prior knowledge of key dates to make connections between events and time periods.</p> <p>To understand that some dates and time periods may overlap in duration.</p> <p>Continuity and Change: I can identify links between WW1 and WW2.</p> <p>To understand that changes in different periods of history can be connected.</p> <p>To begin to interpret the issues which impact on history.</p> <p>To begin to understand how these impacts may be continuous through time and significant.</p> <p>Characteristic features: I can contrast and make links between a settlement over time.</p> <p>To give reasoned explanations about the similarities and differences between ways of life over time.</p> <p>Titanic hook day</p> <p>Virtual tour of the Titanic</p> <p><i>A2 Geography unit: Economic activity in Belfast</i></p>		<p><i>Sp1 History unit: Wars don't affect us because we are an island.</i></p> <p>Enquiry question: <u>If Germany hadn't been so severely punished after WW1, do you think WW2 would have occurred?</u></p> <p>Causes and Consequences: I can identify the causes and consequences of events.</p> <p>To investigate, analyse and explain the causes and consquences of complex events.</p> <p>To suggest how these causes and consequences link.</p> <p>Continuity and Change: I can identify links between WW1 and WW2.</p> <p>To understand that changes in different periods of history can be connected.</p> <p>To begin to interpret the issues which impact on history.</p> <p>To begin to understand how these impacts may be continuous through time and significant.</p> <p>Chronology: I can accurately place key dates and events in chronological order.</p> <p>To use prior knowledge of key dates to make connections between events and time periods.</p> <p>To understand that some dates and time periods may overlap in duration, and what happened in the intervals in between.</p> <p>Historical Enquiry: I can interpret sources and judge their reliability.</p> <p>To construct reasoned arguments about historical events.</p> <p>To questions source reliability with reference to the time period.</p> <p>To consider why different sources may give conflicting information and offer reasons for this.</p> <p>Historical Significance: I can make judgements about the significance of WW2 and measures taken during it (eg: to protect the public).</p> <p>To set and use criteria to make judgements about the significant events or actions taken during a time period.</p> <p>To recognise that this significance may vary over time and by the interpretations of those to whom the source is attributed (the provenance).</p> <p>One World (World War 2)</p> <p>Drama Workshop at school - Portals from the past</p> <p><i>Sp2 Geography unit: Natural resources and tourism</i></p>	<p><i>S1 History unit: Early Islamic Civillisations.</i></p> <p>Enquiry question: <u>Was the Early Islamic civilisation: 'A beacon of light in the dark ages?'</u></p> <p>Causes and Consequences: I can identify the causes and consequences of events.</p> <p>To investigate, analyse and explain the causes and consquences of complex events.</p> <p>To suggest how these causes and consequences link.</p> <p>Historical Significance: I can make judgements about the significance of scholars and innovations</p> <p>To set and use criteria to make judgements about the significant events or actions taken during a time period.</p> <p>To recognise that this significance may vary over time and by the interpretations of those to whom the source is attributed (the provenance).</p> <p>Characteristic features: I can contrast and make links between civilisations.</p> <p>To give reasoned explanations about the similarities and differences between ways of life in different civilisations.</p> <p>Chronology: I can accurately identify and place civilisations in chronological order.</p> <p>To explain, using specific vocabulary, indicators used to help and to show the passing of time.</p> <p>Historical Enquiry: I can interpret sources and judge their reliability.</p> <p>To construct reasoned arguments about historical events.</p> <p>To questions source reliability with reference to the time period.</p> <p>To consider why different sources may give conflicting information and offer reasons for this.</p> <p><i>S2 Geography unit: Oceania</i></p>		