



“A people without the knowledge of their past history, origin and culture is like a tree without roots.” – **Marcus Garvey**

VISION Our history curriculum aims to inspire our pupils' curiosity to know more about the past and how it has shaped the present – and will shape the future. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. We hope that their knowledge and historical skills will help them make more informed life choices and aspire to be open-minded citizens, making a valuable contribution to society: asking perceptive questions, thinking critically, weighing evidence and developing perspective. Our local area has a rich and diverse history and we believe this should drive our curriculum, along with familial stories so that children develop their understanding of the community in which they are rooted and the diversity of their own country, the UK and the wider world.

Invasion and settlement Legacy Empire Civilisation and Society Monarchy Religion

		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
EYFS	EYFS R	Comment on images of familiar situations in the past. UW Compare and contrast characters from stories, including figures from the past. UW					
	EYFS ELG	Talk about the lives of people around them and their roles in society. UW Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UW Understand the past through settings, characters and events encountered in books read in class and storytelling. UW					
Y1/2	Unit Overview	Remembrance Day <i>Events beyond living memory that are significant nationally or globally.</i> Children reflect on their own memories and think about the meaning of symbols, in particular the Remembrance Day poppy. Explore the ways that Remembrance Day is marked in Britain and other countries. HAMILTON	Kings, Queens and Castles The lives of significant individuals in the past who have contributed to national and international achievements. Children will be introduced to some of the most famous and significant kings and queens of England, from King William I in 1066 to King Charles III in the present day. The children must consider how we learn about the past and how it is similar to a detective. They will then think about castles and why they were built. Children will identify some of the features of a castle and what they are used for. GRAMMARSaurus	The first flight Changes within living memory; events beyond living memory that are significant nationally or globally Children will find out about the very first ideas to do with taking flight. They will discover how the Wright brothers were successful in taking to the sky, and use a variety of sources to show how we find out about the past. Children will look at advances in technology and explore how the way in which aeroplanes are used has changed.	Changes in toys Changes within living memory This unit looks at the changes in toys over the past 60 years. The children will begin by looking at modern-day toys and they will discuss and make comparisons between the toys they play with in the modern day. Each lesson then looks back a little further in time, with the children looking at the toys they played with when they were babies, the toys their parents had when they were a similar age to them, and concludes with them looking at the toys that their grandparents had when they were younger. GRAMMARSaurus	The Great Fire of London Events beyond living memory that are significant nationally or globally Children will discover what London was like in 1666. They will make simple comparisons between then and the present day, before discovering what happened on the night when the Great Fire of London started. They will discuss why the fire spread quickly and how it was tackled. The children will be introduced to key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren. GRAMMARSaurus	Florence Nightingale The lives of significant individuals in the past who have contributed to national and international achievements. This unit uses the lives of Florence Nightingale and Mary Seacole to develop pupils' understanding of chronology, cause and consequence, and differing historical perspectives. Through role play, timelines, and comparison activities, children explore key events, attitudes of the past, and themes of fairness KEYSTAGE HISTORY

	Key Vocabulary	<i>Remembrance, Remember, Memory, Commemorate, Symbol, Poppy, Memorial, Parade, Globally, Nationally</i>	<i>Attack before, palace, castle, change, continuity, coronation, defend king, monarch, monument, moat, now, past, present, protect, queen reign,, sceptre, similar, then,</i>	<i>Travel, transport, aeroplane, flight, Wright brothers, jet engine, abroad, cargo, international, propeller</i>	<i>after, before, different, favourite, modern, new, now, old, past, present, same, then, today, timeline,</i>	<i>after, archaeologist, before, chronological order, Christopher Wren, diary, evidence, fire hook, Lord Mayor, modern-day, now, past, present, Samuel Pepys, significant, St Paul's Cathedral, then, timeline</i>	<i>Florence Nightingale, Mary Seacole, Remember, Crimea, war, soldiers, nursing, achievement, source</i>
	Learning focus / small steps	1. What can I remember? 2. How do symbols help us to remember? 3. Why poppies? (2 parts) 4. How do we commemorate and remember? 5. How is this different around the world?	1. How can we find out about the past? 2. Why did monarchs build castles? 3. Who were the kings and queens of the past? 4. Queen Victoria 5. Queen Elizabeth I 6. King William I	1. How long have people wanted to fly for? 2. What were the steps to achieve flight? 3. How did the Wright brothers achieve flight? 4. How do we know what happened? 5. How have aeroplanes changed since the Wright brothers? How has the way we use aeroplanes changed?	1. How can we find out about the past? 2. What are our toys like now? 3. What was my favourite toy when I was a baby? 4. What were our caregivers' toys like and how do we know? 5. What were our older relatives' toys like and how do we know? How have children's toys changed since our grandparents were little?	1. What was London like in 1666? 2. What happened on 2nd September 1666? 3. How did the fire spread, and how do we know? 4. What was left of London? 5. How was London rebuilt? How did the fire impact the future?	1. Why is Florence Nightingale remembered? 2. Why do you think Florence took the brave steps to go to the Crimea? 3. What did Florence do to help the soldiers? 4. What were the most important achievements of Florence's life? 5. Why have we learnt so much about Florence and so little about Mary Seacole? 6. How should we remember Florence Nightingale and Mary Seacole?
	Key Knowledge	Talk about, describe and explain these special memories, especially any items that help recall these special times Recognize and identify symbols in everyday use Recognise the poppy as a symbol of Remembrance and begin to understand the reasons why the poppy is used in this way Begin to learn about Remembrance Day; why, what and how we remember	Explain what a monarch is Name some significant British monarchs Recall some key facts about Queen Elizabeth I, Queen Victoria and King William I Explain why castles were built	Know how travel and transport has changed Talk about the inventions of aeroplanes and some key people who developed different types of transport	Know where different toys and people fit on a chronological framework Identify similarities and differences between toys from different times Describe some ways in which we find out about the past Identify different ways in which it is represented.	Describe what London was like in 1666 and compare it with modern-day London. Explain what happened during the Great Fire of London, including when and where it started. Name and discuss key historical figures linked to the event, such as Thomas Farriner, Samuel Pepys, King Charles II, and Christopher Wren. Describe why the fire spread quickly and how it was extinguished. Identify the effects of the fire and what remained of London afterwards. Describe how London was rebuilt and how the fire influenced future changes. Use historical terms such as past, present, before, after, and then to describe and sequence events.	Know that FN is remembered as a nurse, a long time ago and was connected with a major war. Know that Florence helped soldiers and then developing nursing after the war Describe FN's early life and character Give reasons why FN went to Crimea Identify FN's main achievements
	Key Skills	Reflect on the past events and special memories they recall from their own history · Understand how a timeline works and place key events on a timeline	Use chronological understanding to order significant British monarchs Make comparisons between the lives of Queen Elizabeth I Victoria and William Use a range of sources of evidence to draw ideas Begin to understand the idea of the passage of time	Use timeline to show when something is further in the past/closer to now. Extract information from various types of source (artefact, pictorial, written) and record in an appropriate way Ask questions and begin to locate answers with support or growing independence Collate evidence from multiple sources to form a deeper understanding of an event	Use timeline to show when something is further in the past/closer to now. Use a wide vocabulary of everyday historical terms Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand	Place events in chronological order using a timeline. Use historical vocabulary such as diary, fire hook, timeline, St Paul's Cathedral, and significant. Ask and answer questions about the past using a range of sources, including diaries, images, and artefacts. Identify differences and similarities between life in 1666 and life today. Recount key facts from a significant historical event. Use artefacts and role play to explore how people responded to the fire in the past compared with the present. Explain the significance of the Great Fire of London and its impact on history.	Compare nursing in the past to nursing now Use phrases that show passage of time and sequence events on a timeline Explore how we know about the past using different sources

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Y3/4	Unit Overview	Ancient Greece: Would you rather be an Athenian or a Spartan? <i>A study of Greek life and achievements and their influence on the western world</i> This unit looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. The first lessons focus on the Minoans and how they began to trade in early Greece. The children will also think about and discuss how we know about the early Greeks, by looking at excavation evidence and what this tells them. The next few lessons in the teaching sequence focus on life in Athens and Sparta, the Persian invasion and the impact this had on life in the city-states. The final few lessons look at the leadership of Ancient Greece under the rule of King Philip II and then Alexander the Great. GRAMMARSaurus	Romans: What did the Romans do for me? <i>The Roman Empire and its impact on Britain</i> Children will learn about the impact the Roman empire had on life in Britain, the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. KEYSTAGE HISTORY	Ancient Egypt: How do tombs and artefacts help us learn about an early civilisation? The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared Children learn about how early civilisation started within Egypt. They shall discover how the upper and lower kingdoms joined together to create the Ancient Egypt of the Old Kingdom. The children will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. The children will then discover all about the Egyptian gods, what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history. GRAMMARSaurus	Stone Age Changes in Britain from the Stone Age to the Iron Age This unit explores life in Britain from the Stone Age to the Iron Age, focusing on key concepts of change and continuity. Children will build chronological understanding through hands-on activities, rich visual resources, and in-depth case studies such as Skara Brae and Stonehenge. Pupils investigate how we know about life before written records and consider both practical and spiritual aspects of prehistoric life KEYSTAGE HISTORY	Anglo Saxons and Scots: Why did the Anglo Saxons invade Britain? <i>Britain's settlement by Anglo-Saxons and Scots</i> Children will learn about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out about invasion and settlement and investigate how life in Britain changed as a result. The children will learn how the Anglo-Saxons influenced the English language. they will also examine and analyse artefacts from the period. TWINKL	Indus Valley: What was life like in the Indus Valley? <i>The achievements of the earliest civilizations – an overview of where/when first civilizations appeared and a depth study of the Indus Valley</i> Children will find out about the Indus valley. They will examine archaeological evidence to find out how historians/archaeologists use a variety of evidence sources to draw conclusions about what life was like in the past. Children will also have the opportunity to learn about different aspects of life during the Ancient Indus Valley civilisation, including what it was like to live in a city. PLANBEE
	Key Vocabulary	<i>civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious,</i>	<i>Invasion; legion; emperor, amphitheatre; mosaic; Senate; Celts; rebel; BC; AD</i>	<i>era, artefact, chronology, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, trade, expand, monarchy, empire,</i>	<i>Stone age, iron age, hunter, gatherer, survival, Skara Brae, Stonehenge</i>	<i>Angles; Christianity; missionary; Pagans; Picts; Romans; Saxons; Scots</i>	<i>Citadel; Seal; Pottery; loincloth; soapstone; bitumen bar, city, trade, achievements, measure, theory</i>
	Small Steps	1. What can early excavations tell us about early Greece? (short) 2. What was life like in Early Greece? 3. How did Minoans trade? 4. What was life like in the city states of Greece? 5. Who was Alexander the Great? 6. What were the greatest achievements?	1. Why did the Romans invade? 2. Who was Boudicca? 3. Keeping control of a vast empire 4. How did life change in Britain? 5. How and why did the empire come to an end? 6. How did the Romans influence our lives?	1. Chronology (short) 2. What was life like in early Egypt? 3. Did Egyptians write anything down? 4. Egyptian Gods and the afterlife 6. Pyramids (short) 7. What changes took place from the Old Kingdom to the end of the empire?	1. Was Stone Age man simply a hunter and gatherer? 2. How different was life in the Stone Age when man started to farm? 3. What can we learn about life in the Stone Age from a study of Skara Brae? 4. Why is it so difficult to work out why Stonehenge was built? 5. How much did life really change during the Iron Age and how can we possibly know? 6. Can we solve the mystery of the 52 skeletons of Maiden Castle?	1. Why, where and when did the Anglo Saxons and Scots invade Britain? 2. How did Anglo Saxons influence Britain through place names? 3. What was a typical village like? 4. What do artefacts teach us about culture? 5. How and why were the Anglo Saxons converted to Christianity?	1. Where and when was the Indus Valley civilisation? 2. What were major cities and settlements of the Indus Valley? 3. How were city settlements arranged? 4. Why was trade so important? 5. What technology was used? 6. What caused the decline of the Indus Valley?

	Key Knowledge	Recall key events from the Ancient Greek era Describe how Minoans traded Explain the impact of Alexander the Great's empire Research aspects of daily life and society in ancient Greece. Explore the Olympics in ancient Greek times	Explain who the Romans were Name places that the Romans invaded Retell Boudicca's revolt Describe why the army was powerful Recall key facts about Roman daily life Give reasons for the downfall of the empire Describe a range of legacies	Understand what was important to people during ancient Egyptian times Compare the powers of different Egyptian Gods Explain what was the Egyptian writing system was like Name some key historical figures	understand that Britain was once covered in ice. They know that the earliest settlers were hunter-gatherers and lived in caves. Know that hunter-gatherers lived alongside early farmers about 5,000 years ago. They can explain the impact of farming esp. taming wild animals, growing wheat etc. understand that Stonehenge was built about 5,000 years ago, in stages. They can explain how it was built. Give characteristics of life in an Iron Age hill fort community.	describe why, where and when the Scots and Anglo-Saxons invaded Britain Explain what the seven Anglo-Saxon kingdoms were Name some of the place names they established and their meanings Describe a typical Anglo-Saxon village and names jobs Explain the religious beliefs and practices Explain how Anglo-Saxons converted to Christianity	Say when and where the Indus Valley civilisation existed Explain what an Indus Valley city would have been like and describe the types and features of the buildings in them Explain why trade was so important Describe mathematical achievements of the Indus Valley Consider why the Indus Valley civilisation might have declined
	Key Skills	Become more secure in knowledge of chronology and place events on a timeline Make links between areas of history they have studied and identify similarities with other areas of history Make connections and draw contrasts Use a range of source to gain new knowledge	Use chronological understanding to order significant events from the Roman era Recognise and compare differing viewpoints in Boudicca's Rebellion Ask and answer questions about historical artefacts Use a range of sources to deduce what life was like in the Roman era Evaluate and describe the impact and legacy of the Romans on Britain.	Find Egypt on a map Explore artefacts and use these to ask and answer questions Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of many ancient Egyptian people.	Make deductions about lifestyle of Stone Age man from images. locate the move to farming on a simple timeline. use provisional and tentative language (might have, perhaps, possibly, maybe etc.) draw inferences from archaeological finds	Investigate how the Anglo-Saxons have influenced Britain Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.	Order events chronologically Examine artefacts from the Indus Valley and understand what they can tell us about the Indus Valley civilisation Use evidence from the Indus Valley civilisation Consider why there are different theories Make comparisons

		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y5/6	Unit Overview	The Maya: How does the Ancient Mayan Civilizations differ from aspects of British history? <i>A non-European society that provides contrasts with British history</i> The children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people. KEY STAGE HISTORY	World War II <i>A local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> This unit will explain how World War Two began and give the children a more comprehensive understanding of how empire and rebellion influenced Hitler and his plan to dominate Europe. The children will explore the significance of the Battle of Britain and complete a local study. They will then compare the inner cities with Devon and explore how Britain gained victory in World War Two. (Localisation needed) GRAMMARSaurus KEYSTAGE HISTORY	Beyond Face Value <i>Being a historian; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> This unit explores three contrasting periods—Tudor portraits, Victorian factory life, and the WWII Home Front—through the powerful theme of evidence and interpretation. Pupils learn how to question sources critically, understanding who created them, why, and how that shapes what we believe about the past. By developing these skills, children not only deepen their historical thinking but also gain essential tools for navigating information in the modern world. KEYSTAGE HISTORY	Victorians: Did Victorians live in Devon? <i>a local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> Children will explore various aspects of Victorian history, including leisure, health and disease, the Industrial Revolution, inventions and, of course, the life of Queen Victoria herself. They will look for evidence of the Victorian era in Devon. TWINKL	Vikings and Anglo Saxons: Were the Vikings raiders or traders? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. TWINKL	Black and British <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> This thematic Year 6 unit offers a powerful end to KS2, tracing the experiences of Black people in Britain across 2000 years. Covering the Tudors, 17th–18th centuries, and post-WWII Britain, it fills key gaps in the curriculum and responds to current debates on race and representation. Pupils explore major concepts such as empire, migration, slavery, and discrimination, while developing a deeper understanding of change and continuity. The unit encourages critical thinking and empathy, preparing pupils for KS3 with a more inclusive and reflective view of British history. KEY STAGE HISTORY
	Key Vocabulary	<i>Cenote, codes, glyph, hieroglyph, jade, obsidian, quetzal, ritual, slash and burn, stelae, decline, civilisation, sacrifice, society</i>	<i>air annexed, anti-Semitism, appeasement, authoritarian, citizen, debt, dictator, evacuee, fascism, force, government, interception, invasion, mobilisation, nationalism, natural resources, occupation, overthrow, pact, payload, radar, raid, ration, republic, squadron state, territory, unemployment,</i>	<i>The Blitz, Censorship, Wvacuation, Evidence, Eye witness, Fake news, Industrial Revolution, Persuasion, Poverty, Propaganda, Primary source, Secondary source</i>	<i>Arithmetic; industry; Industrial Revolution; Industry; livestock; migrate; reign; revolution; typhoid</i>	<i>Danegeld; exile' invade; kingdom; outlaw; longship; pagans; pillaged; raid; wergild</i>	<i>Migration Empire, Slavery Discrimination, Racism, Enslavement Immigration, Segregation, Activism, Civil Rights, Colonialism, Windrush</i>
	Small Steps	- Why do we study the Mayan Empire? - How did the Mayan Empire manage to become so important? - What was everyday life like? - How can we know what it was like 1000 years ago? - If the Maya were civilised, why carry out human sacrifice? - Why did the Mayan empire decline?	- What is modern-day Germany like, and how was it ruled before the start of WW2? - How did Hitler come to power and become the leader of Germany? - How did the Second World War begin? - How did Britain react to the outbreak of WW2? - How were the lives of civilians changed during WW2? - How did Britain's Home Front cope when under attack? - How did the Second World War impact specific localities? - Why was the Royal Air Force (RAF) so vital to the defence of Britain? - What major victories led to Britain winning the war?	- Could you spot the real Henry VIII? - What can we learn from portraits of Elizabeth I? - What were Victorian factories really like? - Why did Ford Maddox-Brown paint a scene that never existed? - Were evacuees as happy as they were shown? - What was photographer Fred's clever way of beating the censors during the Blitz?	- Who was Queen Victoria? - What was the Industrial Revolution? - Which impressive inventions come from the Victorian era? - How did Victorians approach medicine and disease? - How did Victorians spend leisure time? - What evidence is there of Victorians in Mid Devon?	- Viking raiders and invaders - Anglo-Saxon kings - Danegeld - Viking life - Laws and justice - The last Anglo-Saxon kings	- How shall we tell the story of the first Black people in Britain? - What does evidence tell us about the role of Black people in Tudor society? - What difference did the slave trade make to the experiences of Black people in Britain? - When Black people rushed to enlist why has Black peoples' role in World War One and Two rarely been celebrated? - What was the experience of the first post-war Black immigrants? How far has life improved for black people living in Britain in the last 60 years?

	Key Knowledge	Identify key Mayan achievements Explain why the Maya were accomplished scientists and mathematicians Describe Mayan cities Describe the length and height of the civilisation, including its decline Provide reasons for the growth of the civilisation Understand that society was hierarchical Explain why human sacrifice was practised	Understand what modern-day Germany is like and how it was governed before World War II. Know how Adolf Hitler rose to power and became the leader of Nazi Germany. Explain the main causes and events that led to the outbreak of the Second World War. Describe Britain's initial response to the declaration of war in 1939. Understand how everyday life changed for civilians during wartime, including rationing and evacuation. Explain how Britain's Home Front dealt with challenges such as the Blitz and air raids. Explore how specific local areas were affected by the war (e.g., bomb damage, local heroes). Recognise the role and importance of the Royal Air Force (RAF), especially during the Battle of Britain. Identify key Allied victories that contributed to the defeat of Nazi Germany. Appreciate the broader social and historical impact of WWII on Britain and its people.	Explain how monarchs used artists to boost their image Understand that some portraits were iconic because the monarch wanted to convey a particular message Explain why Elizabeth I wanted to be seen as strong Describe what conditions were like in Victorian factories Explain why the government produced positive images during WWII Explain and use the terms propaganda and censorship accurately	Know who Queen Victoria was and why she was important Describe Queen Victoria's character Recall some key events in Queen Victoria's life Explain about the industrial revolution Name some inventions from the Victorian period Describe medical care in this era Explain how medical care improved and name some key people instrumental in this Give examples of how leisure time was spent	Explain when and where the Vikings came from and why they raided Britain Explain who King Ethelred II was and say when and why Danegeld was introduced Identify and explain key aspects of Viking life Explain the legal system Explain how the last Anglo-Saxon kings shaped Britain	Black people have been part of British history for over 2,000 years, and their stories are often underrepresented or overlooked. Evidence shows that Black individuals lived and worked in Tudor England, contributing to society in various roles. The transatlantic slave trade significantly shaped the lives and treatment of Black people in Britain and its empire. Despite many Black people serving in both World Wars, their contributions have often been ignored or downplayed in mainstream histories. The first post-war Black immigrants, including those from the Windrush generation, faced both opportunity and widespread racism in Britain. Over the last 60 years, there has been both progress and ongoing challenges in the fight for racial equality in Britain. Historical attitudes toward race and identity have shifted over time, but continuity in discrimination and resistance remains evident.
	Key Skills	Speculate and make deductions from a range of visual clues Make links to other eras studied, such as Romans or Egyptians Recognise how different sources of evidence are analysed Raise valid historical questions and make inference beyond the literal Carry out independent research to provide answers to questions	Identify why events like the rise of Hitler and the role of the RAF were pivotal in shaping the course of the war and its outcome. Sequence key events of WWII to build a clear understanding of the timeline from pre-war Germany to Allied victory. Explore what caused Hitler's rise and the start of the war, and examine the short- and long-term consequences for Britain and Europe. Use primary and secondary sources to investigate how people experienced the war and how different groups remember it. Understand how life changed for civilians during the war and what aspects of society remained the same. Compare experiences across different localities, social groups, or countries affected by WWII. Evaluate the importance of key events and individuals, such as the Battle of Britain and Winston Churchill. Analyse how key military victories led to the end of the war and shaped post-war Europe.	Understand that all images are created for a purpose and I can use clues/evidence to suggest what this purpose might be Devise historically valid questions to ask of a photograph / painting Draw conclusions based on evidence	Use knowledge and reasoning to put inventions in chronological order Evaluate the importance of some Victorian inventions Consider reasons as to how and why life changed	Compare the significance of Anglo-Saxon kings during the Viking period Develop a chronologically secure knowledge and understanding of British and world history Construct informed responses that involve thoughtful selection and organisation of relevant historical information	Chronological understanding to place key events and developments in order, Evidence and interpretation by analysing a range of sources to understand the experiences of Black individuals and evaluate how their stories have been recorded or omitted. Cause and consequence to explore the impact of major events Change and continuity to identify what has changed and what has remained consistent Historical significance by recognising the importance of key individuals, events, and movements in shaping Britain's multicultural society. Empathy and perspective to consider different experiences Enquiry and questioning to frame and explore thoughtful historical questions,