



History Programme of Study 2020

Purpose of Study

Our school curriculum will ensure;

That children have the opportunity to be captivated by history, through engaging them in a love of learning about the past. Within lessons and education visits, children will be immersed in details of how past civilisations developed, adapted and ended throughout the ages. Together, we will discover the influences of the past that have shaped our current diverse society. As a community that is rich in heritage, we want to embrace that through our local history teaching, as well as global historical events and significant individuals who have shaped our world into the world that we live in. We feel that it is important to develop our planning to make our topics engaging and relevant to our pupils by incorporating local historical study, such as the history of Conisbrough Castle: this is to inspire pupils' curiosity to know more about the past, such as why Sir Walter Scott decided to use Conisbrough Castle as his inspiration for writing the novel 'Ivanhoe'.

The national curriculum states that;

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

Our school curriculum will ensure;

Children, through first experiences and engaging lessons, will develop a chronological understanding of history and its concepts. This will develop from KS1, where children will first begin to understand terms such as past and present, onto a broad historical curriculum in KS2 ranging through the eras of the Stone Age to WW2. In addition, on an annual basis, during October at Ivanhoe, we will focus on Black History Month. Each year group will have a specified person/event to study, which will build up a detailed picture for each child by the time they leave the school so that they will have a confident understanding of such an important aspect of society.

The national curriculum for history aims to ensure that all pupils:



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- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Terminology

Chronological – the arrangement of events in order in which they happened in history.

Citizenship – the rights or duties of a citizen.

Civilisation – a society or culture at a particular time in history, a developed or organised way of life.

Culmination - to reach the final point.

General populace - the general public.

Programme of Study - Key Stage 1 and 2

KS1

Our school curriculum will ensure children are taught:



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Beginning to develop their understanding of 'time', in relation to the past, present and themselves. Through first hand experiences within lessons and off site visits, children will identify the similarities and differences between life in different periods and civilisations.

The National Curriculum states pupils should be taught:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Area of learning

Year 1

- changes within living memory.

-Technology – Television

Children will be taught:

- about the Television of the past and now.
- Who invented it?
- Where it was?
- How it has changed over the years

- events beyond living memory that are significant nationally or globally

- the Great Fire of London

Children will be taught

- When and where did the fire start
- Why did the fire start
- Why did the fire spread so quickly
- How did people try to put the fire out?
- How and when was the fire out?

- significant historical events, people and places in Conisbrough and the surrounding area.

Children will learn about;

Year 2

- changes within living memory.

-Transport

Children will be taught;

- How trains have evolved from being steam locomotives to modern trains. The first steam trains enabled even poor people to travel to the seaside for the first time.
- How cars have changed and who invented the first petrol car.
- Who flew the first plane and how planes have changed.

- events beyond living memory that are significant nationally or globally

-the gun powder plot 1605 (Guy Fawkes) and the great plague 1665

Children will be taught:

- what the Gun powder plot was
- who was involved in the Gun powder plot and why
- Why and how we celebrate Bonfire Night
- When and where the plague begin
- how the plague spread
- how the plague was stopped

- significant historical events, people and places in Conisbrough.



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<p>1856- Henry Bessemer, Bessemer Steel and links to Sheffield (One of only three converters left in the world), what the steel was used for? 1864- The Great Sheffield flood. When this happened, what happened to Dale Dyke Dam.</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p><u>-Florence Nightingale compared to modern medicine.</u></p> <p>Children will be taught</p> <ul style="list-style-type: none"> -Who Florence Nightingale was -Where she came from and where she travelled -What Florence Nightingale is remembered for and the name she was given. -How has her work impacted today's medical world (This work will link to the study of Mary Seacole during Black History Month) 	<p><u>-Conisbrough castle (include that Sir Walter Scott was inspired to write the book Ivanhoe by our castle)</u></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> -Conisbrough castle is a Norman Castle -the keep was built in 1170/1180s by William the Conqueror, given to William De Warenne. -the significance of the 'De Warenne' name and its link to our local secondary school. -it inspired Sir Walter Scott for his novel based on medieval England published in 1820. <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p><u>- Christopher Columbus compared to Neil Armstrong.</u> (building on knowledge from Y1 science with Neil Armstrong, Buzz Aldrin and Yuri Gagarin –who is also studied in Y2 science).</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> -Who Christopher Columbus was -What is he known for? -Why was his discovery so important? -How did he make his voyage? -How was his voyage different from that of Neil Armstrong, who also made a great discovery?
<p>Key Vocabulary</p>	
<p>Year 1 Simple vocabulary such as – now, then, long ago, before and after bakery, St Paul's Cathedral, diary, firebreak.</p>	<p>Year 2 To use terms associated with the past- year, decade and century The Gun powder plot, Catholics, Protestants, Houses of Parliament. Plot, Christians.</p>
<p>Spiritual and Emotional Engagement</p>	



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<p>Children will visit the city of Sheffield as part of the topic of the ‘Surrounding area’. The children will gain first-hand experience of areas of the Steel industry and the area of Sheffield – how the industry has changed and its impact on the city and the surrounding area.</p>	<p>Children to visit our Conisbrough Castle to understand our local heritage and respect our national treasures. During the Transport topic – children shall visit the Railway museum (A statutory visit) where they will be able to see, touch and experience the transport through the ages.</p>
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October Black History Focus

<p>Linked in to the study of Florence Nightingale. Children to learn about Mary Seacole, the Jamaican woman, who wanted to support sick and injured people during the Crimean War, like Florence Nightingale-however she was refused because of her skin colour. Children to learn about the difference between people.</p>	<p>Children to learn about Tommy Smith and other black people participating in Sport, the issues they faced and how they overcame those issues.</p>
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KS2

Our school curriculum will ensure children are taught:

About British, local and world history in a chronological order throughout their time in KS2, from the Stone age in 30,000BC to the local history study of coal mining, which will include the Cadeby Mining disaster in 1912. This is to secure children’s knowledge and give them an understanding of how history has changed throughout the ages, as well as how it has shaped our local community and affected the lives of the people around us. Children will participate in educational visits to engage and contextualise their learning and develop a love of history through experiences beyond the classroom (statutory visits in purple). Within each era, our will focus on the **‘nature of the authority of those who ruled, including the laws (if any) that were in place, and the life of the general populace under those rulers or systems of rule’** in order to understand the influences that this has had throughout the ages and its impact on us today and our role as citizens of a democracy in the 21st Century.

The national curriculum for history aims to ensure that all pupils:

Should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.



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<p>Year 3 <u>Changes in Britain from the Stone Age to the Iron Age.</u></p> <ul style="list-style-type: none"> To find out what happened in the Stone age, develop a chronology of events. To find out how people lived, roles, responsibilities of the people. To use different sources of evidence to learn about Skara Brae. To compare life in the Stone Age to life today. To find out about cave paintings, their significance and style. <p><u>Egyptians</u></p> <ul style="list-style-type: none"> To develop an understanding of ancient Egyptian life by looking at artefacts. To understand how Egyptians lived and worked – including roles and responsibilities. To develop a chronological knowledge of who the rulers were through this age, how they ruled and their legacies/ influences whilst in power. To develop knowledge from evidence from the past by learning about the discovery of Tutankhamun's tomb. 	<p>Year 4 <u>Greece</u></p> <ul style="list-style-type: none"> To know where and when the Ancient Greek civilisation existed and order events on a timeline. To know some significant events from this history of ancient Greece. To know about the Greek empire, how and who established it, roles and responsibilities of the rulers/citizens and its impact on the wider world. Including the rise of Alexander the Great. To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped. To research and describe an important Ancient Greek artefact – the vase. To know and understand some Ancient Greek myths. To understand the Ancient Greek writing system and know of a well-known Greek writer. <p><u>Romans</u></p> <ul style="list-style-type: none"> To understand where the Roman Empire began. To understand who Julius Caesar was and his role in invading 	<p>Year 5 <u>Saxons/Scots/Vikings</u></p> <ul style="list-style-type: none"> To develop a chronological understanding of where the Anglo-Saxon, Scots and Vikings came from. To develop a chronological knowledge of the rulers through this age. To understand how, when and why the Anglo-Saxon, Scots and Vikings invaded Britain. To understand how Anglo-Saxons changed Britain (place names/village life) To understand how Vikings lived and worked- including Warriors (Roles, responsibilities and laws) To identify and describe Viking artefacts. To know about Anglo-Saxon runes and what the symbols represent. <p><u>Tudors</u></p> <ul style="list-style-type: none"> To develop a chronological understanding of the Tudor monarchy (timeline of rulers) To understand the significance of the uniting of the House of Lancaster and the House of York. 	<p>Year 6 <u>WW2</u></p> <ul style="list-style-type: none"> To understand why WW2 began, the main countries involved and rulers at that time. How were these rulers different? To be able to order the key events chronologically. To describe the roles and responsibilities of people on the home front. To describe the roles and responsibilities of the armed forces. To understand the Battle of Britain and explain why it was a vital turning point of the war. To describe what life was like in the war e.g entertainment and food. To learn about the Windrush ship that famously sailed to Jamaica to bring back almost 500 people to work in London after the loss of life during WW2 – linking to Black History Month. <p><u>Mining –local history study including the Cadeby Pit mining disaster.</u></p> <ul style="list-style-type: none"> To understand why we had coal mining.
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<ul style="list-style-type: none"> To explore the ancient writing systems and compare to your own. To understand and explain the ancient Egyptian ritual of mummification. To develop an understanding of the Egyptian gods through comparing and contrasting. 	<p>Britain and laws of that time. When and why was Julius assassinated? What effect did this have on the Roman Empire?</p> <ul style="list-style-type: none"> To establish a chronological understanding of the Roman Invasion of Britain and role of Roman soldiers. To look at the events of Boudicca’s Rebellion. To explore Roman culture -music and mosaics. To discover facts of Roman roads, how and where they were built and influence on life today. To find out about Roman gods. 	<ul style="list-style-type: none"> To understand how Tudors lived and worked – including roles and responsibilities. To describe what laws and punishment were during this era. To understand what homes and culture was like. 	<ul style="list-style-type: none"> To develop of knowledge of how a pit worked. To find out the dangers of being in the mine. To develop an understanding of how mining shaped and affected the local community of Conisbrough. To understand why pits have now closed and how that affected a community like Conisbrough.
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Key Vocabulary – to be revisited each year to embed

<p>Year 3 To use historical vocabulary to describe key features of a period of time. <u>Changes in Britain from the Stone Age to the Iron Age.</u> BC, Bronze, alloy, bone marrow, earthwork, Celt, sacrifice, tribe, iron. <u>Egyptians</u> BC, AD, irrigation, silt, hieroglyphics, cartouche, pharaoh. Nile, pyramid, God, Ra, Amun, Horus, Thoth, Ma’at, Isis, Osiris, Hathor, Anubis, Sekhmet, mummification, Sphinx.</p>	<p>Year 4 To begin to use and understand more abstract terms local, regional, national and international. <u>Greece</u> Greek Empire, Pythagoras, Doric Column, Corinthian Column, nobleman, Parthenon, Homer, tunic, fibulas, hellenistic bowl, pyxis, coin, Alexander the Great, Vase, Hippocrates, Plato, slave, helmet, soldier, Olympics. <u>Romans</u> Caledonia, Celts, emperor, Iceni, Picts, Roman Empire, legions,</p>	<p>Year 5 To be able to make use of appropriate historical terms in discussion. <u>Saxons/Scots/Vikings</u> Angles, Christianity, missionary, Picts, Romans, Saxons, Scots, Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, wergild, trade, raid, plundered. Words ending in –by derive from the Vikings. <u>Tudors</u> empire, civilisation, parliament</p>	<p>Year 6 To use in context and understand terms relating to different types of history. <u>WW2</u> cultural, political, economic, military, religious and social. Allies, Axis, Nazi party, atomic bomb, annex, Czechoslovakia, propaganda, active service. <u>Mining</u> Carbon footprint, climate change, coal field, colliery, conscription, curator, exhibition, fossil fuel, geology, igneous rock, import, income, industrial revolution,</p>
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	words ending in -Caster derive from the Roman era.	peasantry, King, court, law, Christianity, Catholic, Chemise, kirtle, breeches, scythe, gallows, doublet, corset, farthingale.	industry, labour, lottery, metamorphic rock, mine, miner, non-renewable, nuclear power, pit, porosity, poverty, renewable, riot, sedimentary rock, strike, sustainable, welfare.
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Spiritual and Emotional Engagement

<p>Within Y3 children will visit a Cathedral (statutory visit) an experience they may not usually get. Children will be able to appreciate and respect an important, beautiful and sacred building. During the Stone Age topic, children to have first experience of caves and rocks – linked to Rocks and fossils @ Derbyshire Caves (statutory visit) and Cresswell crags visit.</p>	<p>Within Y4 children will visit Beamish trip (statutory visit) to experience English life in the North West through a living, open air museum. To engage our pupils within the Greek topic, will shall run a ‘Greek’ day, dressed as ancient Greeks for a day, immersing ourselves into the Greek life. To enhance the Roman topic, a Roman centurion will visit school. Teaching the children about life as Roman soldier and the laws he would have lived by.</p>	<p>Within Y5 children will visit a Castle museum (statutory visit), to build on prior knowledge from previous visits to stately homes and castles within KS1, Children will visit the Jorvick Centre and The Dig to spend a day in the life of where Vikings actually lived – Coppergate. And gaining an understanding of how historical artefacts have helped us learn about the past and how these things shaped the future.</p>	<p>Within Y6 children will visit National coal mining museum (statutory visit) as part of their local study of mining. This visit will enable the children to have first-hand experience of going down a mine shaft and seeing the coal face. Children will be able to see the pit ponies and begin to understand all the knowledge that has be taught in class. During Y6 Literacy, children will learn about Shakespeare, who he was and his writing. To support their learning, children will visit Staffordshire (statutory visit) where Shakespeare was born. To support the children’s understanding of WW2, children will visit Eden camp and read Michael Rosen’s book ‘The Missing’.</p>
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October Black History Focus



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<p>An introduction on the Atlantic Slave trade and its abolition. A visit to the William Wilberforce Museum in Hull to gain a secure understanding of what the Slave trade was.</p> <p>The Study of Harriet Tubman Children will learn about Harriet Tubman, a person who was enslaved but managed to escape. She was responsible for leading hundreds of enslaved people to freedom before the American Civil War in 1861. She used a system that was called the Underground Railroad.</p>	<p>The study of Rosa Parks Children will be introduced to Rosa Parks and the civil rights movement in America – 1955/56, known for The Montgomery Bus Boycott. Read the story of Rosa Parks and consider why and how she acted against the segregation laws that were enforced in the southern states. They will also get the chance to retell the story of Rosa’s experiences, and discuss and respond to some of the segregation laws.</p>	<p>The study of Martin Luther King Jr Children to study the civil rights movement in America in 1955, and the culmination of national protests at racial segregation: The march on Washington and Martin Luther King Jr.'s inspiring speech. Looking at the history of civil rights and about King's legacy, as well as how he died in 1968.</p>	<p>The Study of Benin. Children will find out how the Kingdom of Benin developed, what the people believed in and some important events that happened in African history. This is to include how Eweka became the ‘Oba’. From their study, children will discover what made Benin powerful, successful and then how it came to an end.</p> <p>The study of Nelson Mandela Children to learn about the important man named Nelson Mandela, who was from Africa and led the Anti-apartheid group. Children will learn that he was the first black South African president in 1994. He spent 27 years in prison fighting the government. Children to learn about why he was imprisoned and when he was released.</p>
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Progression of Historical skills

	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
Historical Aspect.	End of Y1 expectations	End of Y2 expectations	End of Y3 expectations	End of Y4 expectations	End of Y5 expectations	End of Y6 expectations
Historical Enquiry	Use simple source material such as	Build a ‘bigger picture’ of a	Choose the most important source	Use a range of source materials	Describe how different types of	Acknowledge different points



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	<p>photographs to answer questions about an event beyond the child's living memory.</p>	<p>historical period, using a range of source material such as photographs, visits, artefacts.</p>	<p>material for a given task, showing awareness of a range of sources. Such as witness accounts, video footage, photographs.</p>	<p>to answer questions about the past which go beyond simple observations. Look at a range of evidence that shows us about Ancient Greece and Rome</p>	<p>evidence tell us different things about the past, such as royal portraits versus descriptions and understand why contrasting arguments and interpretations occur.</p>	<p>of view expressed and why these are important in understanding and interpreting history.</p>
<p>Recognise Similarities and differences.</p>	<p>Begin to describe similarities and differences between historical artefacts and pictures. (Toys past and present)</p>	<p>Describe how their own life is different from past generations of their own family. (Transport, communication, local community)</p>	<p>Describe how their own lives are similar or different to children living in past times. (Ancient Egyptian life, children living in the Stone-Iron Age)</p>	<p>Compare two periods of history, identify the similarities and differences between them. (Compare the Roman times – present)</p>	<p>Make connections between two periods of history, to begin to develop a historical perspective. (Changes in social history , such as crime and punishment from the Tudors to present)</p>	<p>Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective. (How changing power of Monarchs effected and influenced the next and how it effects the present. How war has shaped the way we live today)</p>



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<p>Chronology</p>	<p>Begin to order artefacts and pictures from significantly different time periods. Homes and toys topics</p>	<p>Order events in a period of history studied and begin to recall the dates of important festivals or celebrations. Transport – first types of transports, first aeroplane flight, first female pilot,</p>	<p>Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time. Use timelines for children to relate as to when these periods of time occur within a larger time scale. Such as when did the Stone age occur in relation to the Romans and the present.</p>	<p>Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. The Viking invasion in 793 and the death of Edward the Confessor in 1066</p>	<p>Independently Place historical events or changes on a timeline. Remembering key historical facts from a period studied. The marriages of Henry VIII and the happenings of Anne Boleyn.</p>	<p>Create from memory a timeline from dates/details/eras showing knowledge of how to check for accuracy.</p>
<p>Significant Individuals</p>	<p>Sequence the story of a historical figure. Such as Guy Fawkes, Samuel Pepys, Mary Anning.</p>	<p>Use the stories of famous historical figures to compare aspects of life in different times. Such as Christopher Columbus, Bessie Raiche, The Wright Brothers.</p>	<p>Explain how a significant figure of a period influenced change.</p>	<p>Explain how a significant historical figure contributed to national and international achievements in a variety of eras. Athelstan – first king of England Julius Caesar – Emperor of Rome.</p>	<p>Explain how a significant individual or movement has influence the wider world. King Henry VIII, breaking away from the Catholic church and began ‘The church of England’.</p>	<p>Describe how their own lives have been influenced by a significant individual or movement.</p>



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Local History	Describe, in simple terms, the importance of a local place or landmark. Such as Conisbrough Castle, St Peter's Church, the Well in Wellgate, the Cenotaph.	Describe how people, places and events in their own locality have changed over time. Such as Conisbrough Village and how it has changed. The miners that lived here.	Describe how national changes affected their locality. Such as; Local shops/farms that have closed due to larger stores	Describe the impact of international events on the local area. Such as: The Olympic torch coming through for the London 2012 Olympic Games. The Tour De Yorkshire.	Use a range of local history resources to describe how an event may affected a local town or village.	Suggest and research information sources required to present an in-depth study on a local town or city. Such as; Local-Cadeby pit disaster, coal mining closing, miners strikes in the 1980s. City- Sheffield steel forge masters. Industry, Education – universities.
Continuity and change	Compare own life and interests now with their babyhood. – changes in toys, homes, food, their own size and abilities.	Describe changes in the local area during their own lifetime and that of their parents and grandparents.	Describe some of the main changes in Britain, resulting from an event. Such as; war, invasion,	Explain the impact of a historical figure on life in Britain. Such as; Alfred the Great Athelstan Edward the confessor	Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.	Provide reasons for and outcomes of, the main events and changes in historical periods. Showing factual knowledge of aspects of Britain and the wider world.



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						Such as; the reason for and the outcome of WWII. The changes with the changing of power Monarchs and the outcomes.
Cause and consequence	Describe, in simple terms, why a significant individual acted in the way they did. Such as; Guy Fawkes, Florence Nightingale.	Beginning to understand cause and effect by looking at a significant individual's actions and what happened as a result. Such as Christopher Columbus, Alexander Graham Bell, The Wright Brothers. Neil Armstrong.	Express an opinion on whether a person or event had a positive or negative impact on life in Britain. Such as Stone Henge and its impact on Britain.	Explain that an event can have more than one cause. Such as; the Viking era coming to an end and the Norman Conquest beginning. The Roman invasion on Britain.	Explain why people acted as they did. Such as Henry VIII married many times, many reasons but to get an heir.	Describe the positive or negative impact a period of History can have on a society. Such as; the impact of WWII, the mining industry closing locally



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Historical questions	Ask and respond to simple questions about the past, using sources of information.	Ask and answer questions about a range of historical sources.	Suggest useful research questions	Ask and answer more complex questions through independent research	Follow independent lines of enquiry and make informed responses based on this, backed by evidence.	Independently investigate a complex historical research question. Which could be based on a local study.
Recording	Retell a story or significant event from their own past.	Show increased knowledge and understanding of events beyond living memory through simple recordings such as drawings and text.	Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people. Such as Stone Henge, Ancient Egypt and the Gods – Pyramids and hieroglyphics.	Choose the best way to record a range of historical information, giving reason for their choice. Such as non-chronological report based on Roman life,	Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions. Such as; A Description of King Henry VIII and his wife Anne Bolelyn. A diary of her life leading to her beheading.	Select, organise, summarise and present relevant information from a wide range of sources in the most effective way for a given purpose. Such as; life for an evacuee, diary of Anne Frank Victorian life. Using the Michael Rosen's 'The Missing' during ww2 study.