### Enquiry: Why did the ancient Maya change their way of life?

	Enquiry: wny	did the ancient Maya change their way of life	? 
What the pupils will know	Histo	prical sources the pupils will interpret	
<ul> <li>The location of the countries and cities of the modern day region of Central America</li> <li>The way of life of modern Maya people of Central America</li> <li>The natural features of the environment and climate of Central America</li> <li>Who the ancient Maya were and some of their achievements</li> <li>The features and purpose of the structures of the ruined Maya city of Chichen Iltza</li> <li>The purpose of a range of ancient Maya artefacts from the city</li> <li>The social and religious importance of the ball game pok-a-tok</li> <li>How the ancient Maya farmed using mountain terraces</li> <li>The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100</li> </ul>	<ul> <li>Maps</li> <li>Journal entries</li> <li>Sketches</li> <li>Sculptures</li> <li>Hieroglyphics</li> <li>Figurines</li> <li>Ancient codex</li> <li>Artefacts</li> </ul> Disciplinary thinking skills the pupils will use to understand what they know		<ul> <li>Pupils making a good left</li> <li>Identify and locat Central America</li> <li>Describe and expl America</li> <li>Describe and expl of Central America</li> <li>Explain who the a achievements</li> <li>Reach an informe purpose of the str</li> </ul>
	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	<ul> <li>Hypothesise about the city and justify</li> <li>Explain the likely set the set of the likely set of the</li></ul>
<ul> <li>How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</li> </ul>	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	tok <ul> <li>Explain how the a</li> <li>Evaluate the range</li> </ul>
<ul> <li>National Curriculum Coverage</li> <li>Pupils should be taught about:</li> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).	<ul> <li>Reach an informe justify their views</li> <li>Pupils working at gree</li> <li>Explain how the w</li> </ul>
	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	
	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	
	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Saxons living in Br which they feel wa
	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Prior Learning
	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Earlier Lower Key Sta
	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	About life in Angle     peak of Maya civil
	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	How and why emp Empire and Ancier
	graduated in 'bite size' st of learning and teaching	<b>SEND</b> licy, we ensure inclusion through constructing enquiries which are eps allowing for the setting of personalised targets, a broad range strategies including questioning, working with additional adults holistic approach to assessing achievement.	

### **End Points of Learning**

#### d level of progress will:

- cate the countries and cities of the modern day region of
- **xplain** the way of life of modern Maya people of Central
- **xplain** the natural features of the environment and climate rica
- e ancient Maya were and **evaluate** some of their
- **med judgement** based on evidence of the features and structures of the ruined Maya city of Chichen Iltza pout the purpose of a range of ancient Maya artefacts from
- **tify** their views
- ly social and religious importance of the ball game pok-a-
- e ancient Maya farmed using mountain terraces
- nge of likely causes of the gradual abandonment of the ungle cities between AD 900-1100
- med judgement regarding the most significant factors and ws

#### greater depth will also:

e way of life of the Maya compared with that of the Anglo Britain at the same time and reach a judgement regarding was more developed

#### Stage 2 and Upper Key Stage 2 pupils learned:

- glo Saxon England which occurred at the same time as the ivilisation
- mpires and civilisations such as the Roman Empire, British cient Greece expanded and declined over time

### Enquiry: Why was winning the Battle of Britain so important?

What the pupils will know	Historical sources the pupils will interpret		
<ul> <li>Why Adolf Hitler came to power in Nazi Germany</li> <li>Why Britain entered into war with Nazi Germany in 1939</li> <li>Which countries were allies of Britain in the war</li> <li>Why Nazi Germany invaded and occupied most of Western Europe by 1940</li> <li>Why Britain faced the threat of invasion by Nazi Germany in 1940</li> <li>Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion</li> <li>The main events of the Battle of Britain</li> <li>How and why Britain defeated Nazi Germany in the Battle of</li> </ul>	<ul> <li>Photographs</li> <li>Maps</li> <li>Films</li> <li>Books</li> <li>Speeches</li> <li>Military and government orders</li> <li>Tabular data sets</li> </ul> Disciplinary thinking skills the pupils will use to understand what they know           Synthesise         Bring together a range of ideas and facts from different sources to develop an argument or ovelenation for something		<ul> <li>Pupils making a g</li> <li>Explain who A Germany</li> <li>Explain why B</li> <li>Identify and e Second World</li> <li>Explain how a Western Europ</li> <li>Understand w in 1940</li> </ul>
<ul> <li>Britain</li> <li>The significance of this victory in terms of the final outcome of the Second World War</li> </ul>	Explain	to develop an argument or explanation for something. Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	<ul> <li>Reach an info defeat the Roy</li> <li>Describe and one</li> </ul>
National Curriculum Coverage	Empathise Informed conclusion	<ul><li>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</li><li>A knowledgeable summing up of the main points or issues</li></ul>	<ul> <li>Evaluate a rar why Britain de their views</li> <li>Understand th</li> </ul>
<ul> <li>Pupils should be taught about:</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	Reasoned judgement	about something.         A personal view or opinion about something supported by factual evidence.	outcome of th Pupils working at
	Justify Apply	Give reasons to show or prove what you feel to be right or reasonable.The transfer of knowledge and/or skills learned in one context	Understand the signi
	Evaluate	to help make sense of a different situationWeigh up and judge the relative importance of something in relation to counter ideas and arguments.	consider whether Na were successful in de
	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Prior Learning
	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	Earlier in Key Stage 1 learned:
	graduated in 'bite size' st learning and teaching str	<b>SEND</b> Nicy, we ensure inclusion through constructing enquiries which are eps allowing for the setting of personalised targets, a broad range of ategies including questioning, working with additional adults where approach to assessing achievement.	<ul> <li>The most comminvade the territion of territion of</li></ul>

### **End Points of Learning**

#### good level of progress will:

Adolf Hitler was and why he came to power in Nazi

Britain entered into war with Nazi Germany in 1939 **explain** which countries were allies of Britain in the Hold War

and why Nazi Germany invaded and occupied most of ope by 1940

why Britain faced the threat of invasion by Nazi Germany

formed judgement about why Nazi Germany needed to avoid Air Force before considering beginning an invasion d explain the main events of the Battle of Britain ange of evidence and reach a judgement about how and defeated Nazi Germany in the Battle of Britain and justify

the significance of this victory in terms of the final the Second World War

#### at greater depth will also:

nificance of propaganda during the Battle of Britain and Nazi Germany actually intended to invade Britain if they defeating the Royal Air Force

#### e 1, Lower Key Stage 2 and Upper Key Stage 2 pupils

mon reasons why tribes, kingdoms, nations and empires ritory of other people

ery significant battles fought by England and Britain such as terloo and Hastings

f the events of the First World War and how life in Britain og the conflict

### Enquiry: Why is the history of York also the 'History of England'?

What the pupils will know		is the history of York also the 'History of Englan torical sources the pupils will interpret	
<ul> <li>The location of the modern day city of York.</li> <li>That York has been affected by historical events for many thousands of years.</li> <li>Why York was an important city of the Roman Empire.</li> <li>What the purpose of Roman 'head pots' in York might have been.</li> <li>Why the Oshere Anglo Saxon helmet found in York is such an important artefact.</li> <li>Why Northumbria was a powerful Anglo Saxon kingdom.</li> <li>Why and how the Normans built the Cathedral of St Peter.</li> <li>Why the Battle of Marston Moor was one of the most important ever fought in Britain.</li> <li>What the Industrial Revolution was.</li> <li>Some of the changes that occurred in York as a result of the</li> </ul>	<ul> <li>Murals</li> <li>Sketches</li> <li>Engravings</li> <li>Paintings</li> <li>Statues</li> <li>Sculptures</li> <li>Sculptures</li> <li>Maps</li> <li>Photographs</li> <li>Manuscripts</li> <li>Pamphlets</li> <li>Newspaper reports</li> <li>Factory inspectors reports</li> </ul> Disciplinary thinking skills the pupils will use to understand what they know		<ul> <li>Pupils making a g</li> <li>Identify, locat York.</li> <li>Understand th thousands of y</li> <li>Explain why Ye</li> <li>Reach and inference of Ro</li> <li>Reach an infore Oshere Anglo</li> <li>Explain why N</li> <li>Understand we and evaluate to justifying their</li> </ul>
Industrial Revolution. National Curriculum Coverage Pupils should be taught about: • A local history study	Synthesise Explain Empathise	<ul> <li>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</li> <li>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</li> <li>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</li> </ul>	<ul> <li>Explain why the important event important event explain what the changed societ</li> <li>Understand so the Industrial F</li> <li>Pupils working at</li> </ul>
	Informed conclusion Reasoned judgement Justify Apply Evaluate Critique Hypothesise	<ul> <li>A knowledgeable summing up of the main points or issues about something.</li> <li>A personal view or opinion about something supported by factual evidence.</li> <li>Give reasons to show or prove what you feel to be right or reasonable.</li> <li>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</li> <li>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</li> <li>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</li> <li>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</li> </ul>	<ul> <li>Understand the Prior Learning</li> <li>In Key Stage 1 pupit</li> <li>About historic area and investigation</li> </ul>
	graduated in 'bite size' st learning and teaching str	<b>SEND</b> blicy, we ensure inclusion through constructing enquiries which are eps allowing for the setting of personalised targets, a broad range of ategies including questioning, working with additional adults where c approach to assessing achievement.	

### **End Points of Learning**

#### good level of progress will:

ate and describe the location of the modern day city of

that York has been affected by historical events for many f years.

York was an important city of the Roman Empire.

**nformed judgement** based on evidence at to what the Roman 'head pots' in York might have been.

formed judgement based on evidence as to why the lo Saxon helmet found in York is such an important artefact. Northumbria was a powerful Anglo Saxon kingdom.

why and how the Normans built the Cathedral of St Peter e the impact of its construction on the people of York, eir views.

the Battle of Marston Moor was one of the most ver fought in Britain.

t the Industrial Revolution was and some important ways it ciety in Britain in the 18<sup>th</sup> and 19<sup>th</sup> centuries.

some of the changes that occurred in York as a result of al Revolution.

### at greater depth will also:

the concept of palimpsest in relation to the city of York

#### pils learned:

rically significant people, events and places in their local vestigated why they are considered to be of importance

Enquiry: How did a pile of dragon bones help to solve an ancient Chinese mystery?				
What the pupils will know	Vhat the pupils will know Historical sources the pupils will interpret		1	
<ul> <li>That the Shang Dynasty was located in northern China between 1600 BC – 1046 BC</li> <li>This was the same time as the Bronze Age in Britain and the Ancient Egyptian civilisation</li> <li>That until 1899 there was no evidence that the Shang Dynasty had ever actually existed</li> <li>What Wang Yirong discovered at a Peking market in 1899 that was so significant in telling archaeologists about the Shang Dynasty</li> <li>The likely purpose of carved oracle bones during the Shang Dynasty</li> <li>What artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty</li> <li>Why there is no evidence of the lives of ordinary people of the Shang Dynasty</li> <li>How and why the impacts of the reigns of King Cheng Tang and Di Xin were so different</li> <li>The importance of the Shang burial chamber discovered at Yi Au in 1976</li> <li>What the artefacts and remains found in the tomb tell us about the person who was probably buried there</li> <li>Why tombs of monarchs and noblemen often became the target of graverobbers during the Shang Dynasty</li> <li>How life during the Shang Dynasty compared with life for most people in Bronze Age Britain</li> </ul>	<ul> <li>Photographs</li> <li>Sculptures</li> <li>Maps</li> <li>Frescos</li> <li>Drawings</li> <li>Statues</li> <li>Books</li> <li>Artistic reconstrut</li> <li>Artefacts</li> </ul> Disciplinary thinki           Synthesise           Explain           Empathise           Informed conclusion           Reasoned judgement           Justify           Apply           Evaluate	Inctions Income State St	<ul> <li>Pupils making a good leader of the second second</li></ul>	
where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley,	Critique	relation to counter ideas and arguments. Review and examine something critically particularly to gain	Prior Learning	
Ancient Egypt or the Shang Dynasty of Ancient China.	Hypothesise	an awareness of its limitations and reliability as evidence Come up with an idea, question or theory that can be	• About life in Bronze Ag	
		investigated to see whether it has any validity or truth.	<ul><li>Dynasty in China</li><li>About what an empire empire</li></ul>	
		SEND	empire	

#### SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

### **End Points of Learning**

#### level of progress will:

nd explain that the Shang Dynasty was located in northern OBC – 1046 BC

was the same time as the Bronze Age in Britain and the

99 there was no evidence that the Shang Dynasty had ever

g Yirong discovered at a Peking market in 1899 and **explain** cant

as to the likely purpose of carved oracle bones during the

about what archaeologists believe these artefacts tell us beliefs of the monarchs and noblemen of the Shang

no evidence of the lives of ordinary people of the Shang

of the reigns of King Cheng Tang and Di Xin in China and about which was most significant, **justifying their views e** the artefacts discovered in the burial chamber at Yi Au in

nce of some of these and **reach a judgement** about what e person who was buried there

ast how life in the Shang Dynasty compared with Ancient e Age in Britain

#### eater depth will also:

dgement about which society – Shang or Bronze Age – d the most developed and justify their views

#### e 2 and Upper Key Stage 2 pupils learned:

Age Britain which occurred at the same time as the Shang

re is and why the Romans invaded Britain to extend their

About the Maya Civilisation in Central America and why their great jungle cities were ultimately abandoned

## Enquiry: The story of the Trojan Horse – fact, myth or legend?

What the pupils will know		rical sources the pupils will interpret	
<ul> <li>What the term 'civilisation' means</li> <li>Why Greece 2500 years ago became one of the most important places in the ancient world</li> <li>The area of the modern world that was once part of the empire of Ancient Greece</li> <li>The major achievements of the Ancient Greece civilisation</li> <li>What a city state is and why there were so many in Ancient Greece</li> <li>Why the city of Sparta and Troy began a war that lasted ten years</li> <li>Why Greek armies laid siege to Troy</li> <li>What the so called 'trojan horse' was believed to have been</li> <li>The story of the trojan horse</li> <li>The difference between a myth and legend</li> <li>Whether they feel the story of the trojan horse at the siege of Troy</li> </ul>	Disciplinary thinking skills the pupils will use to understand what they know         Synthesise       Bring together a range of ideas and facts from different sources to develop an argument or explanation for		<ul> <li>Pupils making a go</li> <li>Understand wh</li> <li>Explain why Gr places in the ar</li> <li>Identify, locate once part of the</li> <li>Understand the</li> <li>Explain what a why there were</li> <li>Explain why the years</li> <li>Understand wh</li> <li>Explain what the</li> </ul>
was factual or a myth or legend	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	<ul> <li>Describe the st</li> <li>Explain the diff</li> <li>Evaluate a range</li> </ul>
National Curriculum Coverage         Pupils should be taught about:         • Ancient Greece – a study of Greek life and achievements and their	Empathise Informed conclusion	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).	whether they for factual or a myterior
influence on the western world	Reasoned judgement	<ul> <li>A knowledgeable summing up of the main points or issues about something.</li> <li>A personal view or opinion about something supported by factual evidence.</li> </ul>	Pupils working at g
	Justify	Give reasons to show or prove what you feel to be right or reasonable.	around 1350 BC comp
	Apply Evaluate	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation Weigh up and judge the relative importance of something in	Prior Learning Earlier Lower Key St
	Critique	relation to counter ideas and arguments. Review and examine something critically particularly to gain	About life in Bro
	Hypothesise	an awareness of its limitations and reliability as evidence Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<ul> <li>What a 'civilsat</li> <li>About the May</li> </ul>
	are graduated in 'bite siz range of learning and tea	<b>SEND</b> licy, we ensure inclusion through constructing enquiries which e' steps allowing for the setting of personalised targets, a broad ching strategies including questioning, working with additional e and a holistic approach to assessing achievement.	

### **End Points of Learning**

#### good level of progress will:

- what the term 'civilisation' means
- Greece 2500 years ago became one of the most important ancient world
- ate and observe the area of the modern world that was the empire of Ancient Greece
- the major achievements of the Ancient Greece civilisation t a city state is and **reach an informed judgement** as to ere so many in Ancient Greece
- the city of Sparta and Troy began a war that lasted ten
- why Greek armies decided to lay siege to Troy
- t the so called 'trojan horse' was believed to have been e story of the trojan horse
- difference between a myth and legend
- ange of evidence and **reach an informed judgement** as to y feel the story of the trojan horse at the siege of Troy was myth or legend, **justifying** their views

#### at greater depth will also:

and **reach an informed conclusion** as to how life in Britain mpared with that in Ancient Greece

#### Stage 2 and Upper Key Stage 2 pupils learned:

- Bronze Age Britain
- sation' is
- laya and Ancient Greece civlisations

# Enquiry: Why did Britain once rule the largest empire the world has ever seen?

Enquiry: Why did Britain once rule the largest empire the world has ever seen?			
What the pupils will know	His	torical sources the pupils will interpret	
<ul> <li>What an empire is</li> <li>Recall their knowledge and understanding of why the Romans built an empire</li> <li>What a colony is</li> <li>The colonies that formed the British Empire at its height in 1921</li> <li>Why Britain built an empire beginning in the time of King James I</li> <li>The benefits this brought to Britain</li> <li>The hardships faced by many indigenous people whose home these colonies were</li> </ul>	<ul> <li>Photographs</li> <li>Sculptures</li> <li>Maps</li> <li>Statues</li> <li>Books</li> <li>Paintings</li> <li>Films</li> <li>Murals</li> </ul> Disciplinary thinking skills the pupils will use to understand what they know		<ul> <li>Pupils making a good</li> <li>Understand what</li> <li>Recall their known built an empire</li> <li>Explain what a conditional depicts</li> <li>Identify and location at its height in 19</li> <li>Explain why Britistication Evaluate the bering</li> <li>Understand the</li> </ul>
<ul> <li>Why after the Second World War Britain found it increasingly difficult to maintain its empire</li> <li>Why most former colonies are now independent sovereign</li> </ul>	Synthesise Explain	Bring together a range of ideas and facts from different sourcesto develop an argument or explanation for something.Demonstrate understanding and comprehension of how or	home these colo <ul> <li>Reach an inform</li> </ul>
<ul> <li>nations</li> <li>Why Britain went to war with Argentina over the Falkland Islands in 1982</li> </ul>	Empathise	why something is the way it is as a result of synthesising information.The capacity to place oneself impartially in another's position	<ul> <li>War Britain foun</li> <li>Explain why mos nations</li> </ul>
<ul> <li>The purpose and countries of the Commonwealth</li> <li>Why many independent countries that were once colonies of the British Empire now belong to the Commonwealth</li> </ul>	Informed conclusion	to better understand their motives, decisions and actions (even if they are not shared values).A knowledgeable summing up of the main points or issues	• Explain why Brita in 1982
	Reasoned judgement	about something. A personal view or opinion about something supported by factual evidence.	Explain the purp     Understand why     the British Empir
National Curriculum Coverage	Justify	Give reasons to show or prove what you feel to be right or reasonable.	
<ul><li>Pupils should be taught about:</li><li>a study of an aspect or theme in British history that extends</li></ul>	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Pupils working at gi Make an informed judg
pupils' chronological knowledge beyond 1066	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	its empire migrated to I
	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Prior Learning
	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	Earlier Lower Key Sta
	graduated in 'bite size' st learning and teaching str	<b>SEND</b> blicy, we ensure inclusion through constructing enquiries which are seps allowing for the setting of personalised targets, a broad range of ategies including questioning, working with additional adults where c approach to assessing achievement.	<ul> <li>About what an e their empire</li> <li>What happened</li> <li>What happened</li> </ul>

### **End Points of Learning**

#### ood level of progress will:

hat an empire is

nowledge and understanding and **explain** why the Romans re

a colony is

**ocate** on a map the colonies that formed the British Empire 1921

ritain built an empire beginning in the time of King James I benefits that having many colonies brought to Britain he hardships faced by many indigenous people whose

olonies were

**rmed judgement** regarding why after the Second World rund it increasingly difficult to maintain its empire nost former colonies are now independent sovereign

ritain went to war with Argentina over the Falkland Islands

urpose of the Commonwealth

why many independent countries that were once colonies of pire now belong to the Commonwealth

### greater depth will also:

udgement as to why many people from former colonies of to Britain in the 1950s and 1960s

### Stage 2 and Upper Key Stage 2 pupils learned:

n empire is and why the Romans invaded Britain to extend

ed in Britain when it was part of the Roman Empire ed in Britain after the Romans left

# **Upper Key Stage 2 History Enquiry**

# Enquiry: Who were Elizabeth's Sea Dogs and why did they make Phillip so angry?

Enquiry. Who were Enzabeth's Sea Dogs and why did they make Phillip so angly:				
What the pupils will know	Histo	rical sources the pupils will interpret		
<ul> <li>Why Elizabeth I became Queen of England in 1558 and who her mother and father were</li> <li>Why she had not become Queen after the death of her father Henry VIII</li> <li>Why her half-sister Queen Mary had left England with a huge debt for Elizabeth I to inherit when she died</li> <li>Why these debts made Elizabeth very vulnerable as Queen of England</li> <li>Who Phillip II of Spain was</li> <li>Why Spain had built a huge empire around the world during the 1500s</li> <li>What the so called 'New World' was and why it was so important to Phillip II</li> <li>How Elizabeth I went about quickly increasing the wealth of England as soon as she became Queen</li> <li>What a privateer and letter of marque was</li> </ul>	<ul> <li>ber were</li> <li>become Queen after the death of her father Henry</li> <li>ster Queen Mary had left England with a huge debt for therit when she died</li> <li>ts made Elizabeth very vulnerable as Queen of England</li> <li>f Spain was</li> <li>built a huge empire around the world during the</li> <li>Engravings</li> <li>Maps</li> <li>Books</li> <li>Speeches</li> <li>Murals</li> <li>Journals</li> </ul> Disciplinary thinking skills the pupils will use to understand what they know			
	Synthesise Explain	<ul> <li>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</li> <li>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising</li> </ul>	<ul> <li>Describe who Phil</li> <li>Evaluate and react huge empire arou</li> <li>Explain what the stop Phillip II</li> </ul>	
<ul> <li>How Elizabeth I encouraged seafarers to become privateers</li> <li>Why the actions of English privateers angered Phillip II</li> <li>What the Spanish Armada was and what Phillip II hoped it would succeed in doing</li> <li>How and why the Spanish Armada was defeated in 1588</li> </ul>	Empathise	information. The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).	<ul> <li>Understand how I England as soon a</li> <li>Explain what a pri</li> <li>Reach an informe</li> </ul>	
National Curriculum Coverage	Informed conclusion Reasoned judgement	<ul> <li>A knowledgeable summing up of the main points or issues about something.</li> <li>A personal view or opinion about something supported by factual evidence.</li> </ul>	<ul> <li>seafarers to become</li> <li>Understand why to</li> <li>Explain what the second seco</li></ul>	
National Curriculum Coverage Pupils should be taught about:	Justify	Give reasons to show or prove what you feel to be right or reasonable.	<ul><li>succeed in doing</li><li>Evaluate a range of</li></ul>	
<ul> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	how and why the views	
	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Pupils working at gre	
	Critique Hypothesise	<ul> <li>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</li> <li>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</li> </ul>	Understand why i     heroes of the Arm	
		SEND	Prior Learning	
	are graduated in 'bite size range of learning and tea	licy, we ensure inclusion through constructing enquiries which e' steps allowing for the setting of personalised targets, a broad ching strategies including questioning, working with additional e and a holistic approach to assessing achievement.	<ul> <li>Earlier in Key Stage 1, learned:</li> <li>The most common invade the territor</li> <li>About some very so Trafalgar, Waterlo</li> </ul>	

 About the Ro the Romans

### **End Points of Learning**

#### ood level of progress will:

- lizabeth I became Queen of England in 1558 and who her other were
- /hy she had not become Queen after the death of her /III
- er half-sister Queen Mary had left England with a huge beth I to inherit when she died
- y these debts made Elizabeth very vulnerable as Queen of
- Phillip II of Spain was
- reach an informed judgement as to why Spain had built a around the world during the 1500s
- the so called 'New World' was and why it was so important
- ow Elizabeth I went about quickly increasing the wealth of on as she became Queen
- a privateer and letter of marque was
- **rmed judgement** about how Elizabeth I encouraged ecome privateers
- vhy the actions of English privateers angered Phillip II
- the Spanish Armada was and what Phillip II hoped it would ing
- nge of sources and **reach an informed judgement** regarding the Spanish Armada was defeated in 1588 and **justify** their

### greater depth will also:

why it is controversial today that many of Elizabethan Armada defeat were also very wealthy slave traders

#### e 1, Lower Key Stage 2 and Upper Key Stage 2 pupils

- mon reasons why tribes, kingdoms, nations and empires ritory of other people
- ery significant battles fought by England and Britain such as terloo and Hastings
- About the Roman Empire and why Britain was invaded and occupied by

# Upper Key Stage 2 History: Enquiry

#### 14/6 -----... ... . . . . . . the Coldon Ano of Idam? **-** . . .

Enquiry: What was life like in Baghdad during the Golden Age of Islam?			
What the pupils will know	Historical sources the pupils will interpret		
<ul> <li>Where the modern country of Iraq and city of Baghdad is located.</li> <li>What Abu Jafar al Mansur's 'city of peace' in Iraq might have looked like in AD 766.</li> <li>Why Baghdad had become the most important trading centre in the world by AD 900.</li> <li>The purpose importance of Bayt al – Hikma in central Baghdad around AD 900.</li> <li>The areas of the world known and unknown to the people of Baghdad in the tenth century.</li> <li>The importance of the work of inventors, designers and engineers working in Baghdad during the Golden Age of Islam'.</li> <li>Why Baghdad was the first city in the world to have one million inhabitants.</li> <li>How Anglo Saxon life in Britain in the tenth century compared with life in Baghdad.</li> </ul>	<ul> <li>Sketches</li> <li>Engravings</li> <li>Paintings</li> <li>Artist reconstruct</li> <li>Statues</li> <li>Sculptures</li> <li>Maps</li> <li>Photographs</li> <li>Manuscripts</li> </ul> Disciplinary thinking Synthesise Explain	tions g skills the pupils will use to understand what they know Bring together a range of ideas and facts from different sources to develop an argument or explanation for something. Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	<ul> <li>Pupils making a good</li> <li>Identify, locate and Baghdad is located.</li> <li>Reach an informed Jafar al Mansur's 'c</li> <li>Understand why Ba the world by AD 90</li> <li>Explain the purpose around AD 900.</li> <li>Describe and expla people of Baghdad</li> <li>Reach an informed world beyond Euro</li> <li>Evaluate the impor working in Baghdad</li> <li>Reach an informed referred to as 'The</li> <li>Explain why Baghdad</li> </ul>
National Curriculum Coverage Pupils should be taught about:	Empathise Informed conclusion	<ul> <li>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</li> <li>A knowledgeable summing up of the main points or issues</li> </ul>	inhabitants. Pupils working at great
<ul> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD</li> </ul>	Reasoned judgement	about something.A personal view or opinion about something supported by factual evidence.	Reach an informed     tenth century comp
900; Benin (West Africa) c. AD 900-1300.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Prior Learning
	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Earlier Lower Key Stage
	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	About life in Anglo

Critique

Hypothesise

#### SEND

Review and examine something critically particularly to gain an

awareness of its limitations and reliability as evidence

Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

### **End Points of Learning**

#### d level of progress will:

nd describe where the modern country of Iraq and city of ed.

ed judgement based on written accounts as to what Abu 'city of peace' in Iraq might have looked like in AD 766. Baghdad had become the most important trading centre in

900.

ose importance of Bayt al – Hikma in central Baghdad

lain the areas of the world known and unknown to the id in the tenth century.

ed judgement about why little was known then about the rope, the Middle East, East Asia and North Africa.

ortance of the work of inventors, designers and engineers lad during the Golden Age of Islam.

ed judgement as to why the period around AD 900 is e Golden Age of Islam'.

ndad was the first city in the world to have one million

#### ater depth will also:

ed judgement as to how Anglo Saxon life in Britain in the mpared with life in Baghdad.

#### ge 2 and Upper Key Stage 2 pupils learned:

About life in Anglo Saxon England around 900 AD

• The achievements of empires and civilisations such as the Roman Empire, British Empire and Ancient Greece

# **Upper Key Stage 2 History Enquiry**

## Enquiry: What happened to the boy behind the golden mask?

Enquiry: What happened to the boy behind the golden mask?				
What the pupils will know	Histor	rical sources the pupils will interpret	E	
<ul> <li>The chronology of the Ancient Egyptian civilisation from 6000 BC to 332 BC</li> <li>What a Pharaoh was and the role they played in Ancient Egyptian society</li> <li>The religious beliefs of Ancient Egyptians</li> <li>The importance of a number of gods in the lives of Ancient Egyptians, particularly Ma'at</li> <li>The importance of the Book of the Dead</li> <li>The significance of the Valley of Kings to Pharaohs</li> <li>When Tutankhamun became Pharoah and when he died</li> <li>The role that Horemheb and Ay played in Tutankhamun's life as Pharoah</li> </ul>	<ul> <li>Photographs         <ul> <li>Interpretations of hieroglyphics</li> <li>Maps</li> <li>Diaries</li> <li>Artefacts</li> <li>Murals</li> <li>Forensic reports</li> <li>Books</li> <li>Historical fiction</li> </ul> </li> <li>Disciplinary thinking skills the pupils will use to understand what they know</li> </ul>		<ul> <li>Pupils making a good level</li> <li>Draw a timeline and desc from 6000 BC to 332 BC</li> <li>Explain what a Pharaoh w</li> <li>Explain the religious belie</li> <li>Understand the important and reach a judgment reg</li> <li>Describe and explain the</li> <li>Understand the significant</li> <li>Identify along their timeling died</li> <li>Evaluate the role that Home</li> </ul>	
<ul> <li>Who Howard Carter was and his work as an archaeologist</li> <li>The significance of the discovery of the tomb of Tutankhamun in 1922</li> </ul>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	<ul> <li>Pharoah</li> <li>Explain who Howard Cart</li> <li>Evaluate the significance</li> </ul>	
<ul> <li>The range of artefacts that the tomb contained</li> <li>What these artefacts suggest about the life and beliefs of Pharaohs</li> </ul>	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	<ul> <li>Identify, observe and des</li> <li>Reach an informed judge</li> <li>life and beliefs of Pharaol</li> </ul>	
<ul> <li>Why ensuring that a Pharoah entered Afterlife was so important to ordinary people in Ancient Egypt</li> </ul>	Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).	Understand why ensuring     ordinary people in Ancier	
<ul> <li>Why the cause of Tutankhamun's death remains a mystery</li> <li>What the possible causes of his death may have been based on</li> </ul>	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	<ul> <li>Explain why the cause of</li> <li>Evaluate the possible cau</li> </ul>	
the evidence available	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	available and <b>reach a jud</b> their views	
	Justify	Give reasons to show or prove what you feel to be right or reasonable.		
National Curriculum Coverage	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Pupils working at greate	
<ul> <li>Pupils should be taught about:</li> <li>the achievements of the earliest civilisations – an overview of</li> </ul>	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Compare and contrast life in Bronze Age Britain and reach	
where and when the first civilisations appeared and an in- depth study of one of the following: Ancient Sumer, the Indus	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	been preferable for ordinary	
Valley, Ancient Egypt or the Shang Dynasty of Ancient China.	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	Prior Learning	
	are graduated in 'bite size range of learning and tea	<b>SEND</b> blicy, we ensure inclusion through constructing enquiries which e' steps allowing for the setting of personalised targets, a broad inching strategies including questioning, working with additional e and a holistic approach to assessing achievement.	<ul> <li>Earlier Lower Key Stage 2 at</li> <li>About life in Bronze Age E</li> <li>What a 'civilsation' is</li> <li>About the Maya and Anci</li> </ul>	

### **End Points of Learning**

#### evel of progress will:

- **escribe** the main events of the Ancient Egyptian civilisation 3C
- oh was and the role they played in Ancient Egyptian society beliefs of Ancient Egyptians
- rtance of a number of gods in the lives of Ancient Egyptians regarding why Ma'at may have been the most important
- the importance of the Book of the Dead
- icance of the Valley of Kings to Pharaohs
- meline when Tutankhamun became Pharoah and when he

Horemheb and Ay played in Tutankhamun's life as

Carter was and his work as an archaeologist

- nce of the discovery of the tomb of Tutankhamun in 1922 **describe** the range of artefacts that the tomb contained **dgement** regarding what these artefacts suggest about the
- raohs
- ring that a Pharoah entered Afterlife was so important to cient Egypt
- e of Tutankhamun's death remains a mystery
- causes of his death may have been based on the evidence
- judgement about which they feel most likely, justifying

### ater depth will also:

e in Ancient Egypt during the time of Tutankhamun and ach an informed judgement regarding where it would have ary people to have lived

#### 2 and Upper Key Stage 2 pupils learned:

ge Britain

Ancient Greece civlisations

# **Upper Key Stage 2 History Enquiry**

# Enquiry: How have medical breakthroughs of the last 250 years affected life in Britain?

What the pupils will know	Histo	orical sources the pupils will interpret	
<ul> <li>What the pupils will know</li> <li>What the term 'life expectancy' means.</li> <li>Why life expectancy in Britain remained low until the beginning of the 1800s.</li> <li>The cause of the Great Bubonic Plague of 1665.</li> <li>How people at the time felt the plague could be prevented and treated.</li> <li>Why the plague spread so rapidly.</li> <li>The significance of what Edward Jenner discovered in 1796.</li> <li>Why many people opposed the introduction of vaccinations.</li> <li>The major medical milestones of the last 250 years.</li> <li>Create a timeline with an equidistant scale to show the chronology of these milestones.</li> <li>Decide which of these developments were the most significant.</li> </ul> National Curriculum Coverage Pupils should be taught about: <ul> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul> <li>Diaries</li> <li>Sketches</li> <li>Engravings</li> <li>Paintings</li> <li>Pamphlets</li> <li>Posters</li> <li>Flow charts</li> <li>Multiple line grap</li> <li>Newspaper report</li> </ul> Disciplinary thinking Synthesise <ul> <li>Explain</li> <li>Empathise</li> <li>Informed conclusion</li> <li>Reasoned judgement</li> <li>Justify</li> <li>Apply</li> <li>Evaluate</li> <li>Critique</li> </ul>	ohs rts skills the pupils will use to understand what they know Bring together a range of ideas and facts from different sources to develop an argument or explanation for something. Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information. The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values). A knowledgeable summing up of the main points or issues about something. A personal view or opinion about something supported by factual evidence. Give reasons to show or prove what you feel to be right or reasonable. The transfer of knowledge and/or skills learned in one context to help make sense of a different situation Weigh up and judge the relative importance of something in relation to counter ideas and arguments. Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	<ul> <li>Pupils making a good</li> <li>Explain what the f</li> <li>Understand why I beginning of the 1</li> <li>Describe and expl</li> <li>Explain how peop treated.</li> <li>Reach and inform spread so rapidly.</li> <li>Evaluate the signi</li> <li>Understand why r</li> <li>Identify, describe 250 years.</li> <li>Construct a timeli these milestones.</li> <li>Evaluate a range of which of these deconclusions.</li> <li>Pupils working at growthe world to combine the world t</li></ul>
	graduated in 'bite size' st of learning and teaching	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth. <b>SEND</b> blicy, we ensure inclusion through constructing enquiries which are seps allowing for the setting of personalised targets, a broad range strategies including questioning, working with additional adults holistic approach to assessing achievement.	

### **End Points of Learning**

#### ood level of progress will:

he term 'life expectancy' means.

y life expectancy in Britain remained low until the e 1800s.

xplain the cause of the Great Bubonic Plague of 1665.

ople at the time felt the plague could be prevented and

rmed judgement based on evidence as to why the plague ly.

nificance of what Edward Jenner discovered in 1796.

by many people opposed the introduction of vaccinations. **be and explain** the major medical milestones of the last

eline with an equidistant scale to show the chronology of es.

e of evidence and **reach an informed judgement** as to developments were the most significant, **justifying their** 

#### greater depth will also:

e medical developments necessary in Britain and around mbat the COVID-19 virus.

#### age 2 and Upper Key Stage 2 pupils learned:

why most people in Prehistoric Britain and the Bronze and very short lives compared with today.

nditions in Anglo Saxon Britain for most people.