



Substantive concepts	Society & civilisation	Governments, Suffrage & Democracy	Legacy	Powers: Rulers Royals Dictators Tyrants	Settlement Settlers	Invasions Invaders	Movement of people Migration Refugees	Religion and beliefs	Conflict & war	Poverty	Revolution	Freedom Oppression Persecution Slavery	Equality Diversity
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2nd Order concepts	Construct & sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
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	Autumn	Spring	Summer
Reception	<p><u>Family</u> - Talk about members of their immediate family.</p> <p><u>People who help us</u> - Name and describe people who are familiar to them.</p> <p><u>Bonfire Night, Diwali, Christmas</u> - Recognise people have different beliefs and celebrate special times in different ways.</p> <p><u>Black History Month</u> - Marie Seacole</p> <p>Engage in story times (specific stories from the past) [Talk about the lives of the people around them and their roles in society]</p>	<p><u>Traditional tales, Castles, knights and princesses</u> - Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations from the past.</p> <p><u>Pancake day</u></p> <p>[Understand the past through settings, characters and events encountered in books read in class and storytelling. [Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.]</p>	<p><u>Growing up - generations</u> - name and describe people who are familiar to them. Talk about members of their immediate family.</p> <p><u>Mermaids and Pirates</u> - Comment on images of familiar situations in the past.</p> <p><u>Summer holiday past and present</u> Comment on images of familiar situations in the past.</p> <p>[Talk about the lives of the people around them and their roles in society] [Understand the past through settings, characters and events encountered in books read in class and storytelling.]</p>
Reception - understanding the world and	<p>Three and Four year olds (prior learning) Begin to make sense of their own life-story and family's history.</p> <p>Reception</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. 		



past and present	<ul style="list-style-type: none"> ● Compare and contrast characters from stories, including figures from the past. <p>ELG</p> <ul style="list-style-type: none"> ● Talk about the lives of people around them and their roles in society. ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ● Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
	<p>Continuous Provision Opportunities:</p> <p>Inside</p> <p>Reading corner - books linked to topics above.</p> <p>Writing area - retelling stories through writing and drawing e.g. Celebrations like Christmas, pirates stories, Marie Seacole etc.</p> <p>Creative Area - Painting images from stories (e.g. celebrations), making decorations.</p> <p>Home corner/roleplay area - reenacting stories, roleplaying as characters in costume, discussing that they are people from the past and the differences from now. Family role play and linked to different ages and generations.</p> <p>Block play - building structures linked to stories e.g. castles</p> <p>Small world - using toys linked to historic periods - knights, dinosaurs etc.</p> <p>Computers - purple mash knights, princesses, pirates etc. discussing clothing design and roles etc.</p> <p>Outside</p> <p>Change over time e.g. earlier this year it was... now it is...</p> <p>Fruit and veg patch - growing over time In the past they were seeds.. Now they are...</p> <p>Sand - building structures from the past, digging to discover things (proto-archaeology)</p> <p>Painting easel - painting images linked to stories etc.</p> <p>Water - boats, sailing etc. link to subjects like pirates etc.</p> <p>Den building - making structures, discussing how people lived like this at different times.</p> <p>Bikes/trikes etc. - transport, how it's changed.</p>		
Year 1	1.1 Journey into Space	1.2 Building our city	1.3 Heroes
	<p>NC: To know about 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>	<p>NC: To know about significant historical events, people and places in their own locality.</p> <p>Substantive knowledge: Know about Sheffield castle, when and how it was constructed.</p>	<p>NC: To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Substantive knowledge: To know the names of my family members</p>



	<p>Substantive knowledge: Know when the first moon landings occurred and who the first people on the moon were.</p> <p>Know about the lives of Neil Armstrong, Mae Jemison (first black woman in space) and Helen Sharman (first british woman in space).</p> <p>Compare and contrast the experiences of Neil Armsrtong, Mae Jemison and Helen Sharman.</p> <p>Disciplinary knowledge: Show an understanding of some key events</p> <p>Use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.</p> <p>Know where some basic events fit on a timeline, relating to their topic</p> <p>Place some basic events onto a timeline and use this to support the retelling of past events.</p> <p>Use pictures and photographs to extract some information about the past.</p> <p>Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun).</p>	<p>Know about the building of the cathedral & blitz damage repairs.</p> <p>Know about the 1st football club- Sheffield football club and various stadiums.</p> <p>Know about the Sheffield elephants and the purpose behind them.</p> <p>Disciplinary knowledge: Recognise the difference between 'old' and 'new'</p> <p>Say how something is the same or different in the past.</p> <p>Use pictures and photographs to extract some information about the past.</p> <p>Ask and answer some historical questions.</p>	<p>and organise on a family tree. Family tree and describe who my heroes are.</p> <p>To know about the similarities and differences between themselves & others. Children share their family make up</p> <p>To identify and order key events in my own timeline (personal history). Birth, toddler, riding a bike, sibling</p> <p>NC: To know about the lives of significant individuals in the past who have contributed to national achievements.</p> <p>Substantive knowledge: Explore life of a significant individual: Florence Nightingale.</p> <p>Timeline of main events in the life of Florence Nightingale.</p> <p>To know about the similarities and differences between themselves & others: Compare myself to Florence.</p> <p>Disciplinary knowledge: Sort pictures / objects / events into 'old' and 'new'.</p> <p>Use phrases such as now, after, before, modern, new, old, a long time ago, in my</p>
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			<p>lifetime, before I was born, when I was younger.</p> <p>Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparents lifetimes).</p> <p>Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses).</p> <p>Place some basic events onto a timeline and use this to support the retelling of past events.</p>
<p>Year 2</p>	<p>2.1 On the Move (History of travel and transport)</p>	<p>2.2 Great fire of London (Optional: visit to fire Museum)</p>	<p>2.3 Victorians</p>



	<p>NC: Know about events beyond living memory that are significant nationally or globally.</p> <p>Substantive knowledge: Know about the development of flight and aircraft prior to the wright brothers first powered flight (could include different methods such as early gliders, balloons, zeppelins etc)</p> <p>Know about the wright brothers's first powered flight.</p> <p>Recognise the impact of powered flight on transport between the Wright brother's first flight and the modern day.</p> <p>Compare the lives of the Wright brothers and Amelia Earhart, exploring what it means to be famous and that people can be famous for different reasons.</p> <p>Disciplinary knowledge: Record some events onto a timeline. Know where some key people fit on a timeline. Remember a few significant names and dates. Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</p>	<p>NC: Know about events beyond living memory that are significant nationally or globally</p> <p>Substantive knowledge: To know about Life in London 1666. Study the event: What happened to the 2nd September- does everyone agree on the cause? How was the fire stopped and what did we learn from it?</p> <p>Know about Samuel Pepys and the role of his diary in our understanding of events.</p> <p>To be able to use historical evidence to answer questions about the past How buildings changed after the fire. Build model houses- set fire</p> <p>Enquiry question: It wasn't all bad from the fire of London. Why is it called the GREAT fire?</p> <p>Disciplinary knowledge: Record some events onto a timeline. Remember a few significant names and dates. Discuss the speed of change - sometimes in slow increments, sometimes in leaps. Recount key events from the past in their own words and begin to explain why these events happened. Begin to think about the impact that historical events have had on modern</p>	<p>NC: To know about 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> <p>Substantive knowledge: Know what the life of a Victorian school child was like. Compare Victorian schools to school today Know about jobs in Victorian times- chimney sweeps, maids etc.</p> <p>Compare the role of the monarch today and Kings & Queens of the past. Describe what makes a good monarch</p> <p>Make a direct comparisons between 2 monarchs (Queen Victoria, Queen Elizabeth II)</p> <p>Disciplinary knowledge: Use common words and phrases related to the passing of time (<i>now, then, before</i>). Know where some key people fit on a timeline. Say how lifestyles (work, school, play etc.) were the same or different in the past. Describe differences between 'then' and 'now'.</p>
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	<p>Begin to think about the impact that historical events have had on modern life.</p> <p>Understand why people and events being studied are important.</p> <p>Compare events from different periods in history (eg. different discoveries/voyages).</p> <p>Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past.</p>	<p>life.</p> <p>Understand why people and events being studied are important.</p> <p>Ask and answer historically relevant questions.</p> <p>Use historical vocabulary (eg. <i>past, present, recently, years, decades, centuries</i>).</p> <p>Begin to piece together clues from a variety of different sources.</p>	<p>Begin to express preferences and justify them with evidence / facts (eg. <i>Who was the greatest explorer?</i>)</p> <p>Compare events from different periods in history (eg. different discoveries/voyages).</p> <p>Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past.</p>
<p>Year 3</p>	<p>Through the ages (Visit - Stone Age workshop Manor Lodge)</p>	<p>Road to Freedom (Harriet Tubman)</p>	<p>Ancient Egyptians</p>



	<p>NC: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Changes in Britain from the Stone Age to the Iron Age.</p> <p>Substantive knowledge: Know when the Stone Age, Iron Age and Bronze age occurred.</p> <p>Know that we learn about prehistory through the study or artefacts. Compare stone age hunter gatherers to modern people.</p> <p>Know why the stone age ended, what other changes are associated with this transition. Focus on the changes to housing associated with a move to settled life and pastoral/arable farming.</p> <p>Recognise why hillforts were developed and what changes this was symptomatic of in the Iron age (link to Wincobank in Sheffield)</p> <p>Explore the possible reasons why StoneHenge was built and draw your own conclusions.</p> <p>Understand the role of druids in Iron age Celtic society and how our understanding of them is biased by Roman written sources.</p> <p>Disciplinary knowledge: Place events of British history on a</p>	<p>NC: Children 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.</p> <p>Substantive knowledge: To understand of Harriet Truman’s life and life at that time in history for Black people</p> <p>Understand the significance of Harriet Tubamn’s achievements within her own lifetime</p> <p>Understand the significance of Harriet Tubman’s achievements beyond her own lifetime and in the context of an ongoing struggle against both racism and slavery.</p> <p>Disciplinary knowledge: Place events of British history on a timeline, using dates.</p> <p>Explore change at a local level, investigating the impact of national and global events.</p> <p>Question, investigate and give reasons for events in the past</p> <p>Express preferences and personal responses to topics being studied and back-them up with evidence / facts.</p> <p>Construct relevant questions about history and begin to suggest how these might be answered.</p> <p>Use a range of sources or artefacts</p>	<p>NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Substantive knowledge: To know when and where ancient Egypt was.</p> <p>Understand the importance of the river Nile for ancient Egypt.</p> <p>Understand how and why the ancient Egyptians mummified their dead and how beliefs about the afterlife impacted daily life.</p> <p>Carry out a case study the discovery of Tutankhamun’s tomb, explore the artefacts and consider the impact of discoveries like this.</p> <p>Understand that the ancient egyptians had a system of writing called hieroglyphics. Consider how translation of this changed our understanding of ancient egyptian culture.</p> <p>Understand the Egyptians polytheistic religious beliefs. Contrast to monotheism and consider how beliefs changed over time.</p> <p>Disciplinary knowledge: Begin to understand the scale of history.</p>
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	<p>timeline, using dates.</p> <p>Begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.)</p> <p>Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.</p> <p>Question, investigate and give reasons for events in the past (eg. Why was Stonehenge built?)</p> <p>Describe the impact of events in the more distant past on modern life (eg. the invention of writing, development of metal as a material).</p> <p>Ask and answer questions about how and why events and people being studied are significant.</p> <p>Construct relevant questions about history and begin to suggest how these might be answered.</p> <p>Use phrases such as <i>before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.</i></p> <p>Carry out a local history study (how did history shape our area? What evidence can we still find? (link to manor lodge and Wincobank)</p> <p>Consider the range of sources available when we study different historical periods (eg. why do we know much more about some bronze age civilisations than about British Iron Age civilisations)</p>	<p>(written, visual or oral) to learn more about the past.</p>	<p>Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.</p> <p>Describe the impact of events in the more distant past on modern life</p> <p>Ask and answer questions about how and why events and people being studied are significant.</p> <p>Express preferences</p> <p>Use phrases such as <i>before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.</i></p> <p>Construct relevant questions about history and begin to suggest how these might be answered.</p> <p>Use a range of sources or artefacts (written, visual or oral) to learn more about the past.</p>
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<p>Year 4</p>	<p style="text-align: center;">Industrial Revolution (Steel works in Sheffield) (Visit - Kelham Island trip)</p>	<p style="text-align: center;">Take a seat (Rosa Parks)</p>	<p style="text-align: center;">How life changed (The Roman Empire)</p>
	<p>NC: Pupils should be taught about a local history study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality).</p> <p>Substantive knowledge: Know what life was like during this period (Living, health conditions, workhouse, different jobs)</p> <p>Know where the steel works were built and why (link to Geography rivers and mapping)</p> <p>Develop understanding of the Industrial revolution and its impact on lives [What was made? Steel, cutlery etc. What was Sheffield famous for? (Little Mesters, Crucible, Bessemer Converter) Link to trip.]</p> <p>Recognise the effect of changes to industry and the steel works. (What got left e.g. buildings when it stopped? Regeneration of Kelham Island- leisure Change from steel factories to ammunition.)</p> <p>Disciplinary knowledge: Separate out timeline of Britain from global events and recognise that some events are more globally important than others.</p>	<p>NC: Children 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.</p> <p>Substantive knowledge: Enquiry question: Some people say that Rosa Parks changed the world forever- why is this? Who was she?</p> <p>To know what life was like during this period (Racial segregation)</p> <p>To recognise why people did things, why events happened and what happened as a result: (Bus incident- going to prison. Boycotting buses, campaigning until there was a change. Large civil rights movement, some white people boycotted the bus system (381 days))</p> <p>To recognise that there can be more than one cause for events (Leading forward to Black lives matter, this was the start of a change of the movement.)</p>	<p>NC: Pupils should be taught about the Roman Empire and its impact on Britain</p> <p>Substantive knowledge: Understand when and why the Romans invaded and conquered Britain.</p> <p>Know what life was like in the Roman period in Britain.</p> <p>Understand the impact of the Romans on Britain (Changes both positive: Roman baths, Roman roads. Negative: eradication of druids).</p> <p>Know about significant people or events linked to the Romans (Boudicca).</p> <p>To understand why the Romans left Britain and the impact of this (start of the decline and fall of the Roman Empire).</p> <p>Disciplinary knowledge: Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes). Explore differences between different</p>



	<p>Ask and answer questions about changes, similarities and differences. Begin to have an understanding of broader trends / themes over time. Describe how events/ people being studied have had an impact on the modern world.</p> <p>Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between <i>primary</i> and <i>secondary</i> sources. Use historical terms correctly.</p>	<p>Disciplinary knowledge: Explore differences between different people living at the same time. Independently question the reasons behind historical events and changes. Give increasingly historically accurate answers to these questions. Describe how events/ people being studied have had an impact on the modern world.</p> <p>Can ask and answer questions about how and why events/people are significant. Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.</p> <p>Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between <i>primary</i> and <i>secondary</i> sources. Question the accuracy of modern depictions of historical events.</p>	<p>people living at the same time. Describe how events/ people being studied have had an impact on the modern world. Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt. Use historical terms correctly.</p> <p>Understanding that historical knowledge comes from a range of sources. Look at two versions of the same events identifying how they are similar/different.</p>
<p>Year 5</p>	<p style="text-align: center;">A Greek Legacy</p> <p>NC: Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Substantive knowledge: To understand the life achievements of Ancient Greek life (democracy) and the impact on life today.</p>	<p style="text-align: center;">Settlers (Anglo-Saxons, Scots & Picts) (Visit - Anglo-Saxon workshop)</p> <p>NC: Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots.</p> <p>Substantive knowledge: To understand the reasons that the Romans left Britain & the fall of Western Roman Empire.</p>	<p style="text-align: center;">Life as a soldier (Soldiers in WW1)</p> <p>NC: Pupils should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Substantive knowledge: Enquiry qu: Why should we remember? To study & understand the quality of life as a soldier/ life in the trenches</p>



To understand the life achievements of Ancient Greek life (language) and the impact on life today.

To study & understand the Ancient Greek life of scientist achievement and the influences on later periods in British history & life today.

To study & understand the Ancient Greek life of mathematicians achievement and the influences on later periods in British history & life today.

To study & understand Ancient Greek life - gods

To study art in Ancient Greek life & it's importance

To study architecture in Ancient Greek life, it's importance & impact on later life periods in British history.

Disciplinary knowledge:

Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2).

Discuss changes, similarities and differences.

Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.)

Deepen their understanding that historical knowledge comes from a range of

To understand that the Scots (from Ireland) and the Picts (from Scotland) invaded England at the same time as the Anglo-saxons. (North Britain then became Scotland).

To study and understand Anglo-Saxon invasions.

To study and understand Anglo-Saxon settlements & kingdoms (place names & village life).

To study & understand Anglo-Saxon art and culture
Anglo-saxon living (huts/farmers)

To study & understand Anglo-Saxon laws & justice

To understand the Christian conversion- Canterbury, Iona & Lindisfarne

Disciplinary knowledge:

Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2).

Place world history events on a timeline using the correct dates and labels

Discuss changes, similarities and differences.

Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.)

Ask and answer clear and accurate

To study & understand the standards and quantities of equipment
White feathers

To understand what & who deserters were and the impact of their actions

To study and understand the Christmas truce. What was happening prior, why it was important & to who and what happened after.

To study & understand the diversity of the British army in WW1 (people study on soldier who won the British Cross)
Walter Tull

Disciplinary knowledge:

Place world history events on a timeline using the correct dates and labels

Ask and answer clear and accurate questions about what happened.

Debate and discuss different opinions about historical causes and effects.

Understand that there can be many versions of the same events in history, giving reasons why these may exist.

Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question.

Accept, reject and comment on how useful sources are when carrying out research.

Recognise that not all sources are equally valid, and that some evidence may come



	<p>sources Draw conclusions on what happened based on study a range of sources. Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.</p>	<p>questions about what happened. Ask 'why' questions to further historical understanding. Understand that there can be many versions of the same events in history, giving reasons why these may exist. Draw conclusions on what happened based on study a range of sources. Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.</p>	<p>from propaganda or opinion.</p>
<p>Year 6</p>	<p><u>Early Islamic Civilisation: Baghdad AD900</u></p> <p>NC:Pupils should be taught about 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;</p> <p>Substantive knowledge: To study and understand how Baghdad was designed by caliph Al-Mansur and was known as the 'Round City' (constructed in 762CE/AD</p> <ul style="list-style-type: none"> - Layout- mosque, palace - Where were the markets/homes <p>To understand that The Abbasid Caliphate, under the Caliph al-Mansur, moved the capital of the Muslim world to 'Madinat al Salam' in 762 AD.</p> <p>To study and understand the trades and trade routes including the importance of Baghdad was</p>	<p><u>Campaign for change (Suffragettes)</u></p> <p>NC:Pupils should be taught about a study of a significant turning point in British history</p> <p>Substantive knowledge: To study & understand the cause of the suffragette movement</p> <p>To study the lives of Emily Davidson & Emmeline Pankhurst (a saviour or a rebel?)</p> <p>To study & understand the Suffragists (1897) Suffragettes (1903) compare tactics, strategies & why?</p> <p>To study & understand the significance of events- Epsom Derby, hunger strikes.</p> <p>To study the lives of WW1 women- decided to focus on supporting the country in war.</p>	<p><u>Invaders (The Vikings)</u></p> <p>NC:Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Substantive knowledge: To study & understand the Viking raids & invasions- why they came (money, land, kings sent family members)</p> <p>To study & understand that tribes came from different countries York & strong hold in Lindisfarne.</p> <p>To study and understand the resistance by Alfred the Great & Athlestan, the first King of England. (Fought off the vikings 9 times and also paid them off. 1 king of England.)</p> <p>To study & understand the Battle of Hastings & its impact on British history</p>



	<p>built on the River Tigris. -Silk Road</p> <p>To understand the importance of the city- Education, learning and peace.</p> <p>To know about key events in the history of Baghdad including how and why it was destroyed</p> <p>To make links to migration in the present day</p> <p>Disciplinary knowledge: Annotate a timeline with historical terms and facts, showing a sense of historical scale. Describe changes across an historical period (considering social, political, cultural and technological changes) Discuss and debate trends and themes over time. Independently ask and answer clear and accurate questions about the past. Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives. Understand that historical knowledge comes from a range of sources. Make links between historical events, changes and cultures across a range of periods studied. Reach conclusions on what happened based on the study of a range of sources. Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate.</p>	<p>To understand the reasons for the movement, what they went through and the outcomes. Make comparisons to other countries-New Zealand gave women's rights in 1893.</p> <p>Disciplinary knowledge: Comment on trends that happen over time. Ask and answer questions about changes, similarities and differences and challenge responses. Discuss and debate trends and themes over time. Independently ask and answer clear and accurate questions about the past. Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives. Recognise that some events and people are more significant than others, and use evidence to back-up responses. Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. Reflect on enquiries and identify ways in which they could be improved or extended. Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.</p>	<p>Disciplinary knowledge: Annotate a timeline with historical terms and facts, showing a sense of historical scale. Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Describe changes across an historical period (considering social, political, cultural and technological changes) Independently ask and answer clear and accurate questions about the past. Discuss and compare a range of plausible causes and effects. Understand that historical knowledge comes from a range of sources. Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.</p>
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