




	Autumn	Spring	Summer
	<p>The Aztecs</p> <p>How was the Aztec civilisation unique?</p> <p>Depth Study-Comparison of Ancient civilisations</p>	<p>Civil Rights</p> <p>Who were the Little Rock 9?</p>	<p>Battle of Britain</p> <p>Why was the Battle of Britain a significant turning point in World War II?</p> <p>Source Focus –Film Archive, speech transcripts</p>
Historical Enquiry	<ul style="list-style-type: none"> • Evaluate the reliability, relevance and bias of source material • Use a range evidence to build up a picture of the past • Address and sometimes devise historically valid questions including some they have framed • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses using evidence to support claims • Select and organise relevant historical information 		
Historical Terms	<ul style="list-style-type: none"> • Use a wider range of historical vocabulary as outlined in the relevant knowledge organiser (Tier 3) e.g. artefacts, archaeology • Develop the appropriate use of historical terms 		
Chronological Understanding	<ul style="list-style-type: none"> • Establish clear narratives within and across periods studied • Use timelines to sequence historical events within and across periods studied • Use historical periods as reference points • Note connections, contrasts and analyse trends over time 		
Historical interpretation	<ul style="list-style-type: none"> • Understand that different versions of the past exist and give some reasons to why this might be • Evaluate the usefulness and reliability of a variety of sources • Understand that the type of information available depends on the period of time studied • Begin to discern how and why contrasting arguments and interpretations of the past have been constructed 		

Cause and consequence	<ul style="list-style-type: none"> • Begin to analyse, identify and give reasons for, results of historical events, situations and changes • Suggest reasons for and the consequences of people’s actions and events • Understand that causes and consequences are varied and interrelated 		
Continuity and change	<ul style="list-style-type: none"> • Describe and make links between events, situations and changes within and between different periods and groups of people • Suggest reasons for why some things stay the same and why some things change • Understand the significance and effect of legacy • Know that innovations are important instigators of change • Know that the rate of change varies depending on many factors 		
Similarity and difference	<ul style="list-style-type: none"> • Describe the similarities and differences within a period or situation • Describe the diverse experiences of different groups of people within and across periods studied • Independently suggest possible reasons and explanations for similarities and differences • Give reasons for similarities and differences within a period studied 		
Significance	<ul style="list-style-type: none"> • Give reasons for the significance of historical people and events within their context and in the present • Understand how and why significance can develop • Understand the ‘significance’ of artefacts in helping people to understand the past • Understand that there are varying opinions about significance 		
Website links	<p>The Aztecs</p> <p>https://www.britishmuseum.org</p> <p>www.mna.inah.gob.mx</p>	<p>Civil Rights</p> <p>www.civilrightsmuseum.org</p> <p>www.nmaahc.si.edu</p>	<p>Battle of Britain</p> <p>www.iwm.org.uk</p> <p>www.rafmuseum.org.uk</p>