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onal curriculum for history aims to ensure that all pupils:

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- that history is diside into periods of history e.g. accient times, middle ages and modern.

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-understand how to represent a scale on a timeline
-understand how to create their own timeline selecting significant events. now hat, we can use dates to work out the interval between periods of time and the duration hat the Tudor period is the name of the period from 1485-1603 chronologically secure knowledge and inderstanding of British, local and world story, establishing clear narratives within Ican

relate current study on timeline to other periods of history studied.

compare and make connections between different contexts in the past.

VOCABULARY

Review previous year groups CASE

Observable the history is divided into period of history as, a solvent times, models again and models in our less in the less in the history is divided into period. The less is divided in the history is divided in the less in the less in the less individed in the less ind in the less in and across the periods they study. to make tools.

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- sequence events on a timeline, referring to times is

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- sequence events on a timeline, referring to times is

- section connections over a period of time.

VOCASULARY

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 - such that the contract occurs.
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- To know the sales of the salas of the sala ange, cause, similarity and difference, an significance. New Internation (Princial

- Bour definition of the Common Power (premarchy, government, and engine)

-To understand the process of democracy and purfament in latitatio.

Thousing, suttiment and Mightation.

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-To know about the downer separiment of the different groups coming to lititation over time

Challation (packad and colong).

-To understand the change, and reasons for the organization of society in lititation.

-To understand the change; and reasons for the organization of society in lititation. that involve thoughtful selection and organisation of relevant historical information. The wide to compare and a comp They should understand how our knowledge of the past is constructed from a range of ources. In planning to ensure the progression lescribed above through teaching the British, local and world history outlined below, eachers should combine overview and depth studies to help pupils understand both the long are of development and the complexity (Abstract) Concepts They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to To understand that howe — To understand the traders were the rich members or sockey. Seek — To understand the traders were the rich members or sockey. Seek — To understand the traders were designed to the traders of Christianily is distant. To know how Christianily wered. — To compare the belieful indifferent collects, times and groups. Addisvenants and follow of meabled. - To uncertaind the development of global strate.

Ballists
- To be able to identify the impact of beliefs on society.

Achievements and follies of mankind
- To know that new and suphisticized technologies were advance.

- To undentand the impact of war on local communities. Judge of all development and the content.

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In the continuing and an analysis and analysis analysis and analysis and analysis and analysis analysis and analysis analysis and analysis analysis and analysis analysis analysis analysis and analysis analysis and analysis analysis and analysis analysis analysis and analysis analysis analysis and analysis analysis analysis analysis analysis analysis and analysis analysi more fully at key stages 2/3. Pupils should be taught about: Pupis should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are State.

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To decide the bese secondary source are an influenced by the beliefs, clubber and done of the decided of impression of the search of the sear The proposal property of the control The ordinates we want to be a second or the control of the control Planing Mission of Squarestims of Televisian Squarest Planing of Televisian of Language Conference of Language Con Pointy interested Quartiese

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- Country Supported to the sea require or control or country or countr Posing bistorical questions:
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- Asks a range of questions about traines, events and people.

- Understand for importance of historically-valid questions.

Gathering, expending and evaluating evidence

- Universitant here was neboods and outeriors for find or about the past.

- Evaluate the unfailures of scarcer to a historical enquiry.

- Levaluate the unfailures of scarcer to a historical enquiry. Poding Miterical Questions

- Asking quantions about the main features of everytay life in periods studied classificiary, Cappain and Grahaming Evidence

- Using a ring of incores in contract brookings of the past.

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- Using principle of the past of -Identify a primary source.

Interpreting findings, analysing and making connections
-Select and our sections of source to Bulzarian and appent answers
trackeding and release guest-below

Communication sharing conclusions

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Communication sharin "interpreting volumes in different may using volumes to substitution statements. Meaning and device operations, always guestram and under the process of account from Auding controlling, always guestram and extravely made allocated relatively a region of extravel. Controlling conduction and enterprising may in the process conclusions. Communicating findings and account of the controlling findings and account of the controlling findings. Communicating findings and account of the controlling findings are readed as may be an account of the controlling findings. Communicating findings, and account of the controlling findings are readed as may, lock discovering replacements for past events using case and effect. strafacts:
Valuating and drawing Conclusions

- Resching conclusions that are substantiated by historical evidence.

- Resching conclusions that are substantiated by historical evidence.

- Recogning in withinities and differences between past events and today.

Communication findings.

- Communication foundings and understanding through discussion, debases,

- Communicating providings and understanding through discussion, debases,

- Communicating answers using evidence to substantiate findings. Historical Enquiry from a range of sources.

Using evidence to support and illustrate claims.

Contracting structured and organised accounts using historical term from a range of sources.

- Contracting structured and organised accounts using historical term from a range of sources.

- Contracting explanations for past events using cause and effect.