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| Upper Key Stage Two History Coverage  Year A | | | | |
| Tudors | Victorians | Rainforests | World War Two | |
| To identify the period of time studied and place on time line in relation to other studies  To know and sequence key events of time studied  To understand the relevant terms of the period studied.  To know the reasons for various accounts of events taken from different sources. Fact or fiction  To use evidence to build up a picture of life in time studied  To sequence up to ten events on a time line ie Henry viii wives etc  To know about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings ie Tudor medicine  Identify ways of checking the accuracy of interpretations | To place current study on time line in relation to other studies  To know and sequence key events of time studied  Use relevant terms and periods labels  To know different aspects of life of different people – differences between men and women  To find evidence to build up a picture of life in time studied  To understand the beliefs and behaviour with another period studied ie medicine | - | To place current study on time line in relation to other studies  know and sequence key events of time studied  To know the relevant terms and periods labelled  To relate current studies to previous studies  To make comparisons between different times in history  To understand reasons for different versions of events  To identify primary and secondary sources  To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation- Adolf Hitler  Know key dates, characters and events of time studied- Anne Frank | |
| Year B  Through the Decades | | Greeks | The Americas | World War one |
| To place current study on time line in relation to other studies  know and sequence key events of time studied  Relate current studies to previous studies  Make comparisons between different times in history  To know appropriate terms, matching dates to people and events  To record and communicate knowledge in different forms· work independently and in groups showing initiative | | To place current study on time line in relation to other studies  know and sequence key events of time studied  To use relevant sections of information ie  confident use of library, e-learning, research  To know about beliefs, behaviour and characteristics of people ie democracy | To know about an ancient civilization in detail (e.g. Benin, Shang Dynasty, Eygpt)-Aztecs ie Aztecs  To compare and contrast ancient civilisations  To understand the beliefs, behaviour and characteristics of people ie keeping Gods happy-sacrifice | To place current study on time line in relation to other studies  know and sequence key events of time studied  Relate current studies to previous studies  make comparisons between different times in history  To identify some reasons for different versions of events  To locate the areas in France affected by the war and study the impact of the war on the geographical features- Poppy Fields |