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| Upper Key Stage Two History CoverageYear A |
| Tudors | Victorians | Rainforests | World War Two |
| To identify the period of time studied and place on time line in relation to other studiesTo know and sequence key events of time studiedTo understand the relevant terms of the period studied.To know the reasons for various accounts of events taken from different sources. Fact or fictionTo use evidence to build up a picture of life in time studiedTo sequence up to ten events on a time line ie Henry viii wives etcTo know about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings ie Tudor medicineIdentify ways of checking the accuracy of interpretations | To place current study on time line in relation to other studiesTo know and sequence key events of time studiedUse relevant terms and periods labelsTo know different aspects of life of different people – differences between men and womenTo find evidence to build up a picture of life in time studiedTo understand the beliefs and behaviour with another period studied ie medicine | - | To place current study on time line in relation to other studiesknow and sequence key events of time studiedTo know the relevant terms and periods labelledTo relate current studies to previous studiesTo make comparisons between different times in historyTo understand reasons for different versions of eventsTo identify primary and secondary sourcesTo write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation- Adolf HitlerKnow key dates, characters and events of time studied- Anne Frank  |
| Year BThrough the Decades | Greeks | The Americas | World War one |
| To place current study on time line in relation to other studiesknow and sequence key events of time studiedRelate current studies to previous studiesMake comparisons between different times in historyTo know appropriate terms, matching dates to people and eventsTo 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 studiesknow and sequence key events of time studiedTo use relevant sections of information ieconfident use of library, e-learning, researchTo 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 AztecsTo compare and contrast ancient civilisationsTo understand the beliefs, behaviour and characteristics of people ie keeping Gods happy-sacrifice | To place current study on time line in relation to other studiesknow and sequence key events of time studiedRelate current studies to previous studiesmake comparisons between different times in historyTo identify some reasons for different versions of eventsTo locate the areas in France affected by the war and study the impact of the war on the geographical features- Poppy Fields |