



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Who am I and who is in my family?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Significance • To know about my own life-story • To know how I have changed • To know that there are many different types of family 	GEOGRAPHY FOCUS	GEOGRAPHY FOCUS	GEOGRAPHY FOCUS	<p>Big Question: Who are the people that help us?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Changes over time • To know about the past through settings, characters and events encountered in books read in class and storytelling • To talk about the history of materials 	GEOGRAPHY FOCUS	<ul style="list-style-type: none"> • I can talk about the lives of the people and their roles in society. • I know some similarities and differences between things in the past and now. • I understand the past through settings, characters and events encountered in books I have read in class and storytelling. • I can describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • I know some similarities and differences between different religious and cultural communities in this country; I can draw on my experiences and what I have read in class. • I can explain some similarities and differences between life in this country and life in other countries; I can draw on knowledge from stories, non-fiction texts and (when appropriate) maps.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
GEOGRAPHY FOCUS	GEOGRAPHY FOCUS	<p>Big Question: Who were and are the famous people of Leeds?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Chronology and Causation</p> <ul style="list-style-type: none"> • Create a simple timeline to capture recent events • Remember parts of stories they have read or have had read to them which involve memories about the past • Begin to appreciate what a timeline is by looking at a time line over the past 10 years • Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Respond to simple questions about the past • Observe and handle artefacts and ask simple questions about the past • Offer an opinion as to why something may have happened in the past and why they know <p>Interpretation and Significance</p> <ul style="list-style-type: none"> • To identify similarities and differences between different times • Begin to identify and recount historic details from the past from sources e.g. pictures/stories • To be able to talk about some people and events that they have studied and give reasons for their actions • Consider the differences between 'long ago' and 'now' 	GEOGRAPHY FOCUS	<p>Big Question: What was my grandparents' childhood like?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Chronology and Causation</p> <ul style="list-style-type: none"> • To appreciate the difference between long ago and very long ago • Create a simple timeline to capture recent events • Know that the toys their parents and grandparents played with were different to their own • Organise a number of artefacts by age • Recognise that familiar objects we have today would have been different in the past, i.e., telephone • Know what a number of older objects were used for • Begin to appreciate what a timeline is by looking at a time line over the past 10 years • Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Respond to simple questions about the past • Observe and handle artefacts and ask simple questions about the past • Offer an opinion as to why something may have happened in the past and why they know <p>Interpretation and Significance</p> <ul style="list-style-type: none"> • To identify similarities and differences between different times • Begin to identify and recount historic details from the past from various sources e.g. pictures/stories • Consider the differences between 'long ago' and 'now' • Appreciate that stories past down through time are prone to exaggeration and some inaccuracy 	<p>Big Question: Why do we have castles?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Chronology and Causation</p> <ul style="list-style-type: none"> • To appreciate the difference between long ago and very long ago • Create a simple timeline to capture recent events • Remember parts of stories they have read or have had read to them which involve memories about the past • Recognise that familiar objects we have today would have been different in the past, i.e., telephone <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Respond to simple questions about the past • Observe and handle artefacts and ask simple questions about the past • Offer an opinion as to why something may have happened in the past and why they know <p>Interpretation and Significance</p> <ul style="list-style-type: none"> • Begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote about it. • Begin to identify and recount historic details from the past from sources e.g. pictures/stories 	<ul style="list-style-type: none"> • I can use words and phrases like: old, new and a long time ago. • I can recognise that some objects belonged to the past. • I can explain how I have changed since I was born. • I can explain how some people have helped us to have better lives. • I can ask and answer questions about old and new objects. • I can spot old and new things in person and in a picture. • I can explain what an object from the past might have been used for.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Who are the famous people that have made an impact on the world?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Chronology and Causation</p> <ul style="list-style-type: none"> Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past Begin to appreciate the difference between long ago and very long ago Know where the people and events studied fit into a basic timeline Able to point out a few similarities and differences between ways of life at different times Able to order a few events and artefacts from the recent past Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time <p>Historical Enquiry</p> <ul style="list-style-type: none"> Look carefully at pictures and objects to find information. Find answers and respond to simple questions about the past. Choose and select evidence and say how it can be used to find out about the past Understand some ways we find out about the past Recognise the importance of basing ideas on evidence Develop the idea of presenting an idea and raising questions about the past <p>Interpretation and Significance</p> <ul style="list-style-type: none"> Know about people in the past who have contributed to national and international achievements Recount historic details from eye-witness accounts, photos and artefacts To develop an awareness of the past and comment on how they found out Be aware of how we know about events from the past and potential for evidence to be interpreted differently 	<p>Big Question: What lessons have we learned from the Great Fire of London?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Chronology and Causation</p> <ul style="list-style-type: none"> Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past. Begin to appreciate the difference between long ago and very long ago. Know where the people and events studied fit into a basic timeline. Able to point out a few similarities and differences between ways of life at different times. Able to order a few events and artefacts from the recent past. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Look carefully at pictures and objects to find information. Find answers and respond to simple questions about the past. Choose and select evidence and say how it can be used to find out about the past. Understand some ways we find out about the past. Recognise the importance of basing ideas on evidence. Develop the idea of presenting an idea and raising questions about the past. <p>Interpretation and Significance</p> <ul style="list-style-type: none"> Recount historic details from eye-witness accounts, photos and artefacts. To begin to reflect on the significance of what has been learnt from the past. To develop an awareness of the past and comment on how they found out. Start to recognise what is a reliable piece of information and what is not, e.g., photograph or word of mouth. 	GEOGRAPHY FOCUS	GEOGRAPHY FOCUS	<p>Big Question: How did the Victorians influence our life today?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Chronology and Causation</p> <ul style="list-style-type: none"> Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past Begin to appreciate the difference between long ago and very long ago Know where the people and events studied fit into a basic timeline Able to point out a few similarities and differences between ways of life at different times Able to order a few events and artefacts from the recent past Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time <p>Historical Enquiry</p> <ul style="list-style-type: none"> Look carefully at pictures and objects to find information. Find answers and respond to simple questions about the past. Choose and select evidence and say how it can be used to find out about the past Understand some ways we find out about the past Recognise the importance of basing ideas on evidence Develop the idea of presenting an idea and raising questions about the past <p>Interpretation and Significance</p> <ul style="list-style-type: none"> Recount historic details from eye-witness accounts, photos and artefacts To begin to reflect on the significance of what has been learnt from the past To develop an awareness of the past and comment on how they found out 	GEOGRAPHY FOCUS	<ul style="list-style-type: none"> I can use words and phrases like: before, after, past, present, then and now. I can answer questions using books and the internet. I can recount the life of someone famous from Britain who lived in the past. I can explain what I did earlier and what I did later. I can give examples of things that were different when my grandparents were children. I know how to find out things about the past by talking to an older person. I know how to research the life of a famous person from the past using different sources of evidence.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How have our homes changed over time?</p> <p>N.C. Content Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> Know how the telephone changed people's lives and know how they changed over time. Know how televisions changed people's lives and know how they changed over time. Recognize artefacts used in the home during Victorian times. Know how we have adapted the way we use outside space over time. Know about the impact that technology has had on our home life. <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Start using a timeline that identifies different centuries. Use a timeline to show how Britain has changed over the years. Put artefacts or information in chronological order from a long time ago. Use appropriate dates and chronological conventions, e.g., BC, BCE and AD. Know that much of what is presented as historical fact is based on limited information. Observe and use pictures, photographs and artefacts to learn about the past. Understand there are different types of evidence and sources that can be used to help us find out about what happened in the past Understand that significant discoveries or inventions changed people's lives, e.g., the wheel or iron ore. Start to compare two versions of a past event. Start to use stories or accounts to distinguish between fact and fiction. 	<p>Big Question: How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</p> <p>N.C. Content Pupils will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age <p>Substantive Knowledge</p> <ul style="list-style-type: none"> Know how Britain changed between the beginning of the Stone Age and the end of the Iron Age Recognise the importance of the invention of the wheel; the discovery of iron ore; and the creation of Iron Age hill forts Know what is meant by hunter-gatherers <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Start using a timeline that identifies different centuries. Use a timeline to show how Britain has changed over the years. Put artefacts or information in chronological order from a long time ago. Use appropriate dates and chronological conventions, e.g., BC, BCE and AD. Know that much of what is presented as historical fact is based on limited information. Observe and use pictures, photographs and artefacts to learn about the past. Understand there are different types of evidence and sources that can be used to help us find out about what happened in the past Understand that significant discoveries or inventions changed people's lives, e.g., the wheel or iron ore. Start to compare two versions of a past event. Start to use stories or accounts to distinguish between fact and fiction. 	<p>GEOGRAPHY FOCUS</p>	<p>Big Question: What did the Ancient Greeks bring to the world?</p> <p>N.C. Content Pupils should know about the achievements of the earliest civilizations. As part of this pupils should be taught about the Ancient Greeks through a study of Greek life and achievements and their influence on the western world.</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> Pupils should know where Greece is Pupils should know that the Ancient Greeks were an advanced civilisation Pupils should know that Spartans and Athenians often battled for supremacy Pupils should know that Ancient Greeks believed in a number of Gods Pupils should know that the Ancient Greeks were responsible for starting the Olympic movement Pupils should know that Ancient Greeks have been associated with the birth of democracy <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Start using a timeline that identifies different centuries. Use a timeline to show how Britain has changed over the years. Put artefacts or information in chronological order from a long time ago. Use appropriate dates and chronological conventions, e.g., BC, BCE and AD. Know that much of what is presented as historical fact is based on limited information. Observe and use pictures, photographs and artefacts to learn about the past. Understand there are different types of evidence and sources that can be used to help us find out about what happened in the past Understand that significant discoveries or inventions changed people's lives, e.g., the wheel or iron ore. Start to compare two versions of a past event. Start to use stories or accounts to distinguish between fact and fiction. 	<p>GEOGRAPHY FOCUS</p>	<p>GEOGRAPHY FOCUS</p>	<ul style="list-style-type: none"> I can describe events from the past using dates when things happened. I can use a timeline within a specific period of history to set out the order that things may have happened. I can use my mathematical knowledge to work out how long-ago events happened. I can explain some of the times when Britain has been invaded. I can use research skills to find answers to specific historical questions. I can research in order to find similarities and differences between two or more periods of history.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How did Leeds grow into one of the UK's leading cities?</p> <p>N.C. Content</p> <ul style="list-style-type: none"> An in-depth study linked to one of the British areas of study listed above. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Substantive Knowledge</p> <ul style="list-style-type: none"> Know about Leeds' Roman and Anglo-Saxon origins. Know the impact that the industrial revolution had on Leeds. Know about people from Leeds that have influenced culture. Know how culture became associated with Leeds. <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Accurately set out different events onto a timeline. Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart. Appreciate that some major events in the past caused a major change to the British landscape, e.g., the Roman occupation. Use words and phrases: century, decade. Recognise the impact that bias has on historical events. Know that historical recounts are prone to exaggeration. Look at more than one version of the same event or story in history and identify differences. Know about the impact of a past action on our lives today. 	<p>GEOGRAPHY FOCUS</p>	<p>GEOGRAPHY FOCUS</p>	<p>Big Question: How did Britain change between the end of the Iron Age and the end of the Roman occupation?</p> <p>N.C. Content</p> <ul style="list-style-type: none"> Pupils should be made aware of the changes that occurred in Britain from the beginning of the Stone Age and 1066. This unit focuses on the changes brought about by the occupation by the Romans. <p>Substantive Knowledge</p> <ul style="list-style-type: none"> Know why the Romans came to Britain. Know what the Romans did to improve Britain. Know why many Britons were opposed to the Roman occupation Know why the Romans left Britain <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Accurately set out different events onto a timeline. Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart. Appreciate that some major events in the past caused a major change to the British landscape, e.g., the Roman occupation. Use words and phrases: century, decade. Recognise the impact that bias has on historical events. Know that historical recounts are prone to exaggeration. Look at more than one version of the same event or story in history and identify differences. Know about the impact of a past action on our lives today. 	<p>Big Question: Why was Ancient Egypt's civilisation ahead of its time?</p> <p>N.C. Content</p> <p>Know about the achievements of the earliest civilisations – an overview of where and when the first civilisations 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</p> <ul style="list-style-type: none"> Know that there were some advanced civilisations 3,000 years ago and that Britain was not one of them. Know about the link between the Ancient Egyptians and slavery. Know why the Pharaohs were so powerful. Know why the pyramids were created Know about how the Ancient Egyptians were influenced by their Gods. <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Accurately set out different events onto a timeline. Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart. Appreciate that some major events in the past caused a major change to the British landscape, e.g., the Roman occupation. Use words and phrases: century, decade. Recognise the impact that bias has on historical events. Know that historical recounts are prone to exaggeration. Look at more than one version of the same event or story in history and identify differences. Know about the impact of a past action on our lives today. 	<p>GEOGRAPHY FOCUS</p>	<ul style="list-style-type: none"> Plot events on a timeline using centuries Use my mathematical skills to round up time differences into centuries and decades Explain how historic items and artefacts can be used to help build up a picture of life in the past Research what it was like for children in a given period of history and present my findings to an audience Explain how the lives of wealthy people were different from the lives of poorer people Explain how an event from the past has shaped our life today Research two versions of an event and explain how they differ Describe how crime and punishment has changed over a period of time Explain how Parliament affects decision making in England



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How did Britain change between the end of the Roman occupation of Britain and 1066?</p> <p>N.C. Content Know how Britain changed between the Stone Age and 1066, including the Stone Age period and the occupation of Britain by the Romans, Anglo-Saxons and Vikings.</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period, Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Have a secure understanding of a British timeline that extends from the Stone Age to the present day. • Order an increasing number of significant events, movements and dates on a timeline using dates accurately. • Show a chronologically secure knowledge and understanding of local, national and global history. • Know and describe in some detail the main changes to an aspect in a period of history being studied. • Show an awareness of the concept of propaganda and censorship. • Know the difference between primary and secondary sources of evidence and the impact of this on reliability. • Consider different ways of checking the accuracy of interpretations of the past. • Realise that there is often not a single answer to historical questions. 	<p>Big Question: Why should gunpowder, treason and plot never be forgotten?</p> <p>N.C. Content Pupils study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know about a theme in British history which extends beyond 1066 and explain why this was important to British history. • Know how to place historical events and people from past societies and periods in a chronological framework. • Know how Britain has had a major influence on the world. <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Have a secure understanding of a British timeline that extends from the Stone Age to the present day. • Order an increasing number of significant events, movements and dates on a timeline using dates accurately. • Show a chronologically secure knowledge and understanding of local, national and global history. • Know and describe in some detail the main changes to an aspect in a period of history being studied. • Show an awareness of the concept of propaganda and censorship. • Know the difference between primary and secondary sources of evidence and the impact of this on reliability. • Consider different ways of checking the accuracy of interpretations of the past. • Realise that there is often not a single answer to historical questions. 	GEOGRAPHY FOCUS	GEOGRAPHY FOCUS	<p>Big Question: Who were the Maya and what have we learnt from them?</p> <p>N.C. Content</p> <ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilisation; the Islamic civilisation; or the Benin • Know why they were considered an advanced society in relation to that period of time in Europe <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know about the impact that the Mayan civilisation has had on the world • Know why they are considered an advanced society relative to that period of time in Europe • Know what was happening in Britain when the Maya were at their most powerful • Know how different the Maya and the Egyptian pyramids were • Know how the Mayan belief in Gods created a culture of sacrifice • Understand how the pok-ta-pok Mayan game could be described as the earliest football match • Understand why the Mayan civilisation died out <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Have a secure understanding of a British timeline that extends from the Stone Age to the present day. • Order an increasing number of significant events, movements and dates on a timeline using dates accurately. • Show a chronologically secure knowledge and understanding of local, national and global history. • Know and describe in some detail the main changes to an aspect in a period of history being studied. • Show an awareness of the concept of propaganda and censorship. • Know the difference between primary and secondary sources of evidence and the impact of this on reliability. • Consider different ways of checking the accuracy of interpretations of the past. • Realise that there is often not a single answer to historical questions. 	GEOGRAPHY FOCUS	<ul style="list-style-type: none"> • Draw a timeline with different historical periods showing key historical events or lives of significant people. • Identify and explain propaganda. • Describe a key event from Britain's past using a range of evidence from different sources. • Compare two or more historical periods; explaining things which changed and things which stayed the same. • Explain how our locality has changed over time. • Test out a hypothesis in order to answer questions.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: When and why was the British Empire created?</p> <p>N.C. Content A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know what we mean by the British Empire • Know many of the main countries that were part of the British Empire • Know about the positive and negative associated with the British Empire <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Use timelines to demonstrate changes and developments in culture, technology, religion and society. • Know the date of any significant event studied from the past and place it correctly on a timeline. • Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and that of the wider world. • Describe the main changes in a period in history using words such as: social, religious, political, technological and cultural. • Understand that bias and politics may have played a part in the evidence base when considering events in the distant past. • Use a range of evidence to offer clear reasons for different interpretations of events, linking this to a factual understanding of the past. • Appreciate that people in the past represented events or ideas in a way that may have been to persuade others. • Form personal opinions about historical events from a range of sources. 	GEOGRAPHY FOCUS	<p>Big Question: What was the impact of WW2 on Britain?</p> <p>N.C. Content</p> <ul style="list-style-type: none"> • Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know the dates that WW2 started and ended. • Know about the main events that led to WW2's beginning. • Know about significant leaders such as Hitler and Churchill. • Know the names of the countries that supported Britain. • Know the impact that the war had on ordinary people. <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Use timelines to demonstrate changes and developments in culture, technology, religion and society. • Know the date of any significant event studied from the past and place it correctly on a timeline. • Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and that of the wider world. • Describe the main changes in a period in history using words such as: social, religious, political, technological and cultural. • Understand that bias and politics may have played a part in the evidence base when considering events in the distant past. • Use a range of evidence to offer clear reasons for different interpretations of events, linking this to a factual understanding of the past. • Appreciate that people in the past represented events or ideas in a way that may have been to persuade others. • Form personal opinions about historical events from a range of sources. 	GEOGRAPHY FOCUS	<p>Big Question: What has been the impact of immigration on Britain over the last 100 years?</p> <p>N.C. Content</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know why many people found Britain an attractive place to live. • Know about the prejudice many immigrants faced when they arrived in Britain. • Know what is meant by the Windrush generation. • Know why there are large Asian communities in the North-West of England. • Know about the impact many individuals from immigrant families have on our lives today. <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Use timelines to demonstrate changes and developments in culture, technology, religion and society. • Know the date of any significant event studied from the past and place it correctly on a timeline. • Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and that of the wider world. • Describe the main changes in a period in history using words such as: social, religious, political, technological and cultural. • Understand that bias and politics may have played a part in the evidence base when considering events in the distant past. • Use a range of evidence to offer clear reasons for different interpretations of events, linking this to a factual understanding of the past. • Appreciate that people in the past represented events or ideas in a way that may have been to persuade others. • Form personal opinions about historical events from a range of sources. 	GEOGRAPHY FOCUS	<ul style="list-style-type: none"> • Place features of historical events and people from past societies and periods in a chronological framework. • Summarise the main events from a period of history, explaining the order of events and what happened. • Summarise how Britain has had a major influence on the world. • Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). • Identify and explain differences, similarities and changes between different periods of history. • Describe the features of historical events and way of life from periods I have studied; presenting to an audience.