



By the end of LKS2 the children will have covered the following skills:

	Invaders and Settlers	We Love Hereford	Disaster Strikes!
LKS2 Cycle A	<p>Understand that the past can be divided into time periods and name the century and dates of significant events from the past that I know about.</p> <p>To plot events in a timeline using scale e.g. centuries</p> <p>Find primary and secondary sources and say which is more reliable.</p> <p>Able to research two versions of an event and explain how they differ.</p> <p>Explain how historic items and artefacts can be used to help build up a picture of the past.</p> <p>I can evaluate sources in terms of their usefulness.</p> <p>Use mathematical skills to round up time differences into centuries and decades.</p>	<p>Research what it was like for children in a given period of history and present my findings to an audience</p> <p>Write a report, diary entry etc. of an event from the perspective of having been there or a newspaper article detailing key events.</p>	<p>No history covered this term</p>
	Stone Age	Inventors and Inventors	Romans
LKS2 Cycle B	<p>Understand that the past can be divided into time periods and name the century and dates of significant events from the past that I know about.</p> <p>To plot events in a timeline using scale e.g. centuries</p> <p>Find primary and secondary sources and say which is more reliable.</p> <p>Able to research two versions of an event and explain how they differ.</p> <p>Explain how historic items and artefacts can be used to help build up a picture of the past.</p> <p>I can evaluate sources in terms of their usefulness.</p> <p>Use mathematical skills to round up time differences into centuries and decades.</p>		<p>Understand that the past can be divided into time periods and name the century and dates of significant events from the past that I know about.</p> <p>To plot events in a timeline using scale e.g. centuries</p> <p>Find primary and secondary sources and say which is more reliable.</p> <p>Able to research two versions of an event and explain how they differ.</p> <p>Explain how historic items and artefacts can be used to help build up a picture of the past.</p> <p>I can evaluate sources in terms of their usefulness.</p> <p>Use mathematical skills to round up time differences into centuries and decades.</p>

Our Christian Vision and Curriculum Intent:

Plant - How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead?

Grow - How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills?

Flourish-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level?